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ABSTRACT

The National Longitudinal Study of the High School Class of 1972 (NLS) employs a combination of mail, telephone, and personal interview data-gathering techniques. The NLS quality control process begins with editing each returned questionnaire to determine if certain key items are answered and if responses are consistent. If the respondent failed to properly answer these key items, the questionnaire fails edit and the respondent is contacted by telephone. The purpose of this study was to determine why so many NLS questionnaires fail edit (over 60 percent of the third follow-up survey). Five general conclusions should be emphasized: (1) though subgroup differences were found, their magnitude is too small for concrete recommendations for survey practice; (2) the majority of edit failure problems associated with itemized financial questions revolve around the respondents' failure to supply answers to each of the requested line items; (3) items structured as "check all responses that apply" are likely to be failed by a substantial number of respondents; (4) reflexive items have a realizable potential for reducinq respondent burden where repetitive information is required; and (5) overall data entry errors were low except for items requiring itemized financial information. (Author/BW)

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Contractor Report

Factors Associated with Edit Failure

TM 820 202

National Center for
Education Statistics

Factors Associated with Edit Failure

Center for Educational Research and Evaluation

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September 1981

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TABLE OF CONTENTS

	Page
Foreword	iii
Acknowledgments	iv
I. Introduction	1
A. General Description of the NLS	1
B. Purpose of the Study	2
II. Sampling and Data Processing	5
A. Sampling	5
B. Data Processing	5
III. Characteristics of Respondents and Edit Failure	9
A. Analyses and Results	9
B. Discussion	11
IV. Characteristics of the Edit Checks	13
A. Failure Rates for Each Edit Check	13
B. Statistical Attempts to Characterize the Edit Check Failures	19
V. Conclusions	23
A. Utility of Subgroup Differences	23
B. Problems with Itemized Financial Questions	23
C. Problems with "Check All that Apply"	24
D. Successful and Unsuccessful Strategies Used to Reduce Respondent Burden	25
E. Implications of Data Entry Error	26
REFERENCES	27
Appendix A	A.1
Appendix B	B.1

TABLE OF CONTENTS--Continued

List of Tables

		Page
1.	Questionnaire failure rates during manual editing for three follow-up surveys	3
2.	Sampling plan	6
3.	Questionnaire edit failure rates for various subgroups of respondents	10
4.	Failure rates for each consistency check for questionnaires obtained by mail and personal interview	14
5.	Consistency checks associated with factors having eigenvalues greater than 1.00 for the data collected by mail	20
6.	Consistency checks associated with factors having eigenvalues greater than 1.00 for the data collected by personal interview	20

I. INTRODUCTION

This study was carried out to explore the factors associated with questionnaires failing to satisfy a set of editing criteria. It was anticipated that knowledge of these relationships would facilitate future data collection efforts. While the issues addressed and the answers suggested have some potential for generalization to a broad range of survey situations, the specific study purpose was focused on the National Longitudinal Study of the High School Class of 1972 (NLS). The specific vehicle for examining the issues was the NLS third follow-up survey.

This introductory section provides a brief overview of the scope of the NLS and the purpose of the study reported here. The remainder of the report is divided into five sections. Section II presents the sampling and data processing procedures employed for the study. Section III discusses the characteristics of the respondents and their edit failure rates. Section IV presents the results of the analyses exploring the characteristics of the edit checks. The salient findings and conclusions from the various analyses are summarized in Section V.

A. General Description of the NLS

The National Longitudinal Study of the High School Class of 1972 (NLS) is a large-scale survey sponsored by the National Center for Education Statistics (NCES). The study's mission is to discover what happens to young people after they leave high school, as measured by their subsequent educational and vocational activities, plans, aspirations, and attitudes and to relate this information to their prior personal and educational experiences. Ultimately, the study is intended to allow a better understanding of the development of students as they pass through the American educational system and of the complex factors associated with individual educational and career outcomes. Such information is essential as a basis for effective planning, implementation, and evaluation of Federal policies and programs designed to enhance educational opportunity and achievement and to upgrade occupational attainments and career outcomes.

Following a rather extensive period of planning, which included the design and field test of survey instrumentation and procedures, a full-scale survey was initiated in the spring of 1972 by the Educational Testing Service

(ETS). The sample design called for a deeply stratified national probability sample of 1,200 schools with 18 seniors per school, school size permitting. The resulting base-year sample of 19,001 students from 1,061 high schools provided base-year data on up to three data collections forms--a Test Battery (TB), a Student Record Information Form (SRIF), and a Student Questionnaire (SQ).

Subsequent follow-up surveys have been carried out by Research Triangle Institute (RTI) with three occurring between 1973 and 1977. The first follow-up survey was conducted from October 1973 to April 1974. Added to the base-year sample were 4,450 seniors from the class of 1972 in 257 additional schools, some of which had been unable to participate earlier, bringing the total first follow-up sample to 23,451 potential respondents. First follow-up forms were mailed to 22,654 students, and questionnaires were obtained for 21,350 of these. Of the 16,683 seniors who completed a Student Questionnaire, 15,635 took part in the first follow-up survey--a retention rate of approximately 94 percent.

The second follow-up survey was conducted from October 1974 to April 1975. Questionnaires were mailed to 22,364 sample members, and completed questionnaires were obtained from 20,872 individuals. Of the 21,350 persons who completed a First Follow-Up Questionnaire, 20,194 (approximately 94 percent) also participated in the second follow-up survey.

The third follow-up survey was conducted from October 1976 to May 1977. Questionnaires were mailed to the last known addresses of the 21,807 sample members whose addresses appeared sufficient and correct and who had not been removed from active status by prior refusal, reported death, or other reason. Some 20,092 completed questionnaires (about 92 percent) were returned.

B. Purpose of the Study

NLS employs a combination of mail, telephone, and personal interview data-gathering techniques. The sequence and interrelations of these procedures have been designed to balance the conflicting goals of low-cost data collection and high-quality data. With each year of survey work, attempts have been made to improve the quality of the returned NLS questionnaires. However, this task has become increasingly difficult due to the greater complexity and length of each successive instrument.

Similar processing procedures have been employed for each of the three follow-up surveys. The NLS quality control process begins with editing each returned questionnaire by hand. Each instrument is edited to determine if certain key items are answered and if responses are consistent among the items of the instrument and with responses to previous follow-up information. If all key questions are answered completely and consistently by the respondents, an instrument is labeled as passing edit. If the respondent fails to properly answer these key items, then a questionnaire fails edit and attempts are made to contact the respondent by telephone to resolve the problems causing edit failure.

Table 1 shows the results of the quality control process for questionnaires returned by mail or obtained through personal interview during the first three follow-up surveys. From Table 1, it appears that there are significant fail-edit rates associated with both modes of data collection and that these rates have increased substantially with successive follow-ups. Given the fact that the number of edit checks has increased from approximately 13 for the first follow-up to about 81 for the third, the increased error rate for mail returns is expected. However, the rather high error rates associated with questionnaire data collected by personal interview poses a significant problem.

The purpose of this study to determine why so many NLS questionnaires fail edit; third follow-up data are used as a basis for development of conclusions and suggestions.

Table 1.--Questionnaire failure rates during manual editing for three follow-up surveys

Follow-Up	Mode of response	
	Mail	Personal interview
First	.289	.005
Second	.414	.157
Third	.618	.180

To accomplish this purpose, attempts were made to characterize the type of respondents whose questionnaires fail edit and to determine the nature of the edit checks having high probability of failure, thus defining two classes of analysis questions to be considered--who failed edit and why edit was failed.

The following are the major questions examined in this study.

(1) Are any identifiable groups of third follow-up respondents more prone to edit failure?

(2) Are there differences among the third follow-up edit checks in the probability of failure?

(3) If differences in failure rates for the edit checks are evident, what characteristics of the edit checks seem to account for the different rates of errors?

II. SAMPLING AND DATA PROCESSING

A. Sampling

The population of interest for this study consisted of all NLS sample members who responded to the third follow-up survey. The particular information of interest for each member of this population was the set of responses provided to the Third Follow-Up Questionnaire prior to the manual editing process. For those sample members whose responses passed the manual edit, and for those who failed the manual edit but could not be recontacted by telephone, this information was available directly from the third follow-up master file. The remaining group of respondents consisted of those who failed the manual edit and were successfully re-contacted to correct the problems leading to edit failure. The information available from the master file for this group of respondents, therefore, consisted of their original responses as modified as a result of the telephone follow-up. Reconstruction of original responses could only be accomplished by retrieving and rekeying the initially received Third Follow-Up Questionnaire.

With limited resources, it was not possible to re-key questionnaires for all of the later group. Consequently, a sample was drawn for re-keying. To increase the precision of the results, the population was stratified based on mode of response and a preliminary indication of passing or failing a computer emulation of the editing process. Within each stratum a simple random sample was then drawn. The subgroups involved, the population totals, target sample sizes, realized sample sizes, and realized sampling rates are presented in Table 2.

B. Data Processing

Once the original questionnaires were obtained for the sampled cases those items which had been changed in the course of the editing process were identified through the editing problem sheet included with each questionnaire. These items were then re-keyed in their original form together with the respondent identification number and an indication of which items were re-keyed. The data from the final third follow-up master file for each sampled respondent were then retrieved. All imputation flags, routing flags, and nonresponse

Table 2.--Sampling plan

Subgroup	N	Target sample size	Target sampling rate	Realized[a/] sample size	Realized sampling rate
Questionnaires unchanged by editing process	10,208	10,208	1.000	10,208	1.000
Questionnaires changed by editing, collected by mail, passed machine edit	4,839	208	.043	204	.042
Questionnaires changed by editing, collected by mail, failed machine edit	4,402	292	.066	277	.063
Questionnaires changed by editing, collected by personal interview, passed machine edit	343	343	1.000	300	.875
Questionnaires changed by editing, collected by personal interview, failed machine edit	300	300	1.000	202	.662
Total	20,092	11,351	.565	11,191	.557

[a/] Unfortunately some sampled questionnaires were not found. Obviously, the number of missing cases from the personal interview respondents was quite large in both an absolute and relative sense. It would appear that the mechanism giving rise to missing cases was the inability to locate specific batches of questionnaires. Since the sampled mail questionnaires were drawn from a great many batches, the fact that a few batches could not be located resulted in relatively few missing cases. The personal interview questionnaires were also batched but separately from the rest. Thus, the unfortuitous loss of several batches of these together with their initial lower number, led to the much larger proportion of missing cases. Since no a priori reason for their being misplaced could be determined, in the analyses that follow their sampling weights were simply allocated over the available cases in the same subgroups.

flags were removed and, where required, the re-keyed original responses replaced their edited counterparts to yield original questionnaire response data.

The editing checks which were used as part of the third follow-up data quality control were implemented in a computer program and run against the recreated data. A description of these checks is presented in Appendix A. The resulting analysis file consisting of binary indicators for each of the 83 consistency checks, sampling information, background variables, and important activity state variables is described in Appendix B.

III. CHARACTERISTICS OF RESPONDENTS AND EDIT FAILURE

A. Analyses and Results

To determine if identifiable groups of third follow-up respondents were more prone to provide questionnaires failing edit, failure rates were computed for subgroups defined by sex, ethnicity, SES, aptitude, and high school program; these results are presented in Table 3. Owing to the sharp difference in edit failure rates for questionnaires returned by mail and those obtained through personal interview, separate statistics were generated for each of these categories of data.

The sharpest differences in failure rates for the questionnaires returned by mail were observed among the subgroups defined by ethnicity; the edit failure rate was lowest for white respondents (.676) and highest for Black respondents (.883). Relatively sharp differences were also observed among subgroups defined by aptitude where those in the high aptitude group had the lowest edit failure rate (.646) while those in the low aptitude group had the highest (.818). Subgroups defined by SES also differed in failure rates; the low SES subgroup had the highest rate (.818) while the middle SES subgroup had the lowest (.678). Edit failure rate differences among subgroups defined by high school program and sex were very small.

It is clear from this set of results that there <u>are</u> identifiable subgroups among those who responded to the third follow-up survey by mail for whom the likelihood of edit failure is larger than for others. These statistics seem to indicate that higher rates of edit failure exist for respondents who are classified as Black, low aptitude, or low SES. On the other hand, those classified as white, high aptitude, or middle SES have the lowest rates of edit failure. Nonetheless, edit failure rates are quite high for every subgroup considered; a minimum of nearly two-thirds of the mail respondents failed edit across all of the identified groups.

Among those who responded by personal interview subgroup differences generally were not as sharp as they were for those who responded by mail. This should be expected given the degree of supervision over the questionnaire responses exercised by those administering the personal interviews. For these questionnaires relatively small subgroup differences were observed among groups defined by sex and ethnicity. Aptitude differences were only slightly larger, however; those classified in the high aptitude group had a higher edit

Table 3.--Questionnaire edit failure rates for various subgroups of respondents

Classification[a/]	Subgroups	Mode of third follow-up response	
		Mail	Interview
Total		.712	.350
Sex	Male	.719	.357
	Female	.705	.342
Ethnicity	Black	.883	.376
	White	.676	.341
	Hispanic	.741	.373
	Other	.799	.334
SES	Low	.769	.321
	Middle	.678	.348
	High	.711	.414
Aptitude	Low	.818	.322
	Middle	.677	.369
	High	.646	.387
High school program	General	.708	.317
	Academic	.721	.431
	Voc/Tech	.703	.295

[a/] The statistics reported in this table omit all of the results for respondents classified as "unknown" for any given classifying variable. Only with respect to the variable aptitude did this group consist of more than 250 respondents.

failure rate than did those in the low aptitude group (.387 versus .322). This reversal was also observed for the subgroups defined by SES, with high SES respondents failing edit at the highest rate (.414) and low SES respondents failing at the lowest rate (.321). Even larger were the subgroup differences among those classified by high school program. For these subgroups the highest edit failure rate was for those who were in academic high school programs (.431) while the lowest was for those in vocational/technical programs (.295).

B. Discussion

The differences in edit failure rates among the various subgroups considered here point to several aspects associated with passing or failing the set of criteria imposed on the questionnaires. For those questionnaires returned by mail it is easy to postulate the operation of an overall ability factor. Questionnaires returned by those in the low ability group were about one fourth more likely to fail edit than were those returned by respondents in the high ability group. The less dramatic differences with edit failure rates observed among subgroups defined by ethnicity and, to some extent, SES can probably be explained by a relationship to aptitude. It is also clear, however, that some other overall mechanism must be in operation to explain the unexpected subgroup differences in the personal interview edit failure rates.

Given that there should not have been any respondent subgroup differences in the quality of the personal interviews per se, it seems the strongest explanation for differential edit failure rates across various subgroups would be if different numbers of checks were applied. At first this does not appear to be an admissable explanation since each questionnaire was edited using the same criteria. What does make this plausable is the fact that many of the consistency checks are focused on items that presuppose postsecondary educational experiences which those with academic high school programs, with high ability, and from the upper socioeconomic strata would be more likely to have obtained. Thus, the issue may be not how may checks were applied, but to how many a given questionnaire was effectively exposed.

IV. CHARACTERISTICS OF THE EDIT CHECKS

A. Failure Rates for Each Edit Check

The first step in exploring characteristics of the edit checks applied to Third Follow-Up Questionnaires was to determine the rate at which each of the edit checks was failed; these rates are presented in Table 4. Again, because of the sharp differences between the overall edit failure rates for questionnaires returned by mail and those obtained by personal interview, separate statistics were produced for each of those types of returns.

Inspection of the failure rates in Table 4 reveals both the persistent difference in the questionnaires returned by mail and those obtained through personal interview as well as some interesting similarities. Most of the individual consistency checks had relatively low failure rates, irrespective of how the data were collected. For mail returns, 60 of the 83 checks were failed by less than two percent of the respondents. This was true of 76 of the consistency checks for personal interview responses. The more frequently failed checks for both the personal interviews and mailed questionnaires involved the same items. For instance, checks 64, 66, 79, and 80 were all failed at relatively high rates for both sets of instruments although at higher absolute rates among the mail questionnaires. These checks were directed at major financial questions, the first pair of questions concerning school finances and the second pair total family income. Checks 13 and 81 were also failed at relatively high rates for both sets of instruments. Check 13 required that those who did not report employment in October 1975 in response to question 9 not report employment for the same time point in response to question 32. Check 81 required that each respondent report some activity state for each of five time points in response to question 158. Of the checks failed by a large proportion of the questionnaires only two did not seem to have been failed by a much smaller proportion of the personal interview questionnaires. The first was the check involving cross questionnaire comparisons of response (CROSS). Since neither those who responded by mail nor by interview had the information from the earlier surveys available for their review, it is not surprising that the well supervised data collection effort did not turn out much better data than did the unsupervised one. The second was the check on the completeness of background information for future tracing (BACK). Apart from subject reluctance or inability to provide this

Table 4.--Failure rates for each consistency check for questionnaires obtained by mail and personal interview

Variable	Rate		Variable	Rate	
	Mail	Personal interview		Mail	Personal interview
BACK	0.037	0.021	CONS29	0.007	0.005
CROSS	0.052	0.046	CONS30	0.006	0.003
CONS01	0.003	0.000	CONS31	0.027	0.001
CONS02	0.019	0.003	CONS32	0.014	0.003
CONS03	0.064	0.008	CONS33	0.049	0.010
CONS04	0.003	0.000	CONS34	0.068	0.016
CONS05	0.016	0.003	CONS35	0.018	0.002
CONS06	0.013	0.003	CONS36	0.014	0.007
CONS07	0.016	0.005	CONS37	0.010	0.002
CONS08	0.002	0.001	CONS38	0.001	0.000
CONS09	0.001	0.000	CONS39	0.005	0.003
CONS10	0.027	0.012	CONS40	0.013	0.004
CONS11	0.016	0.002	CONS41	0.006	0.005
CONS12	0.020	0.006	CONS42	0.049	0.022
CONS13	0.117	0.019	CONS43	0.009	0.001
CONS14	0.002	0.000	CONS44	0.002	0.004
CONS15	0.014	0.006	CONS45	0.016	0.004
CONS16	0.008	0.003	CONS46	0.008	0.003
CONS17	0.022	0.009	CONS47	0.025	0.004
CONS18	0.002	0.002	CONS48	0.004	0.001
CONS19	0.005	0.001	CONS49	0.004	0.000
CONS20	0.041	0.014	CONS50	0.017	0.003
CONS21	0.017	0.004	CONS51	0.022	0.001
CONS22	0.006	0.001	CONS52	0.017	0.001
CONS23	0.032	0.008	CONS53	0.001	0.017
CONS24	0.019	0.002	CONS54	0.054	0.004
CONS25	0.010	0.000	CONS55	0.005	0.002
CONS26	0.076	0.011	CONS56	0.012	0.004
CONS27	0.013	0.001	CONS57	0.004	0.001
CONS28	0.013	0.002	CONS58	0.004	0.003

Table 4.--Failure rates for each consistency check for questionnaires obtained by mail and personal interview--Continued

Variable	Rate	
	Mail	Personal interview
CONS59	0.009	0.003
CONS60	0.010	0.001
CONS61	0.009	0.003
CONS62	0.016	0.003
CONS63	0.004	0.002
CONS64	0.082	0.061
CONS65	0.006	0.003
CONS66	0.088	0.056
CONS67	0.012	0.003
CONS68	0.004	0.002
CONS69	0.010	0.005
CONS70	0.002	0.002
CONS71	0.002	0.002
CONS72	0.002	0.002
CONS73	0.007	0.002
CONS74	0.004	0.000
CONS75	0.013	0.004
CONS76	0.014	0.004
CONS77	0.007	0.002
CONS78	0.021	0.006
CONS79	0.224	0.034
CONS80	0.233	0.034
CONS81	0.138	0.020

information, no satisfactory explanation exists for the relatively high failure rates for this edit check.

Having considered the failure rates of the various edit checks, something of a more substantive nature needs to be said concerning the characteristics of the more difficult checks. The difficulties posed by the checks on the total income (CONS79 and CONS80) and school finance questions (CONS64 and CONS66) have already been mentioned. In both instances the requirements of the edit checks demanded that the respondents provide either totals or answers to each line item that sum to within ten percent of the total, if it was provided. Based on the very high failure rates for these checks, it is clear that this was a very demanding requirement. As a result of an independent inquiry involving the same population,[1/] Cox has concluded that the bulk of the problem associated with the financial items rests with responents' failure to respond to specific subsets of the items where their correct response should have been zero.[2/] This would seem to offer an adequate explanation for the high edit failure rates associated with these checks for mail questionnaires. On the other hand, those who administered the personal interviews were well trained in obtaining high quality data as attested to by the comparatively low failure rates for most of the remaining checks. Why should this set of checks, all involving the completness and consistency of items in very close proximity to one another, remain difficult to pass even within such a well supervised response environment?

What has not been considered to this point are the sources of error in the process leading to the data subject to this series of analyses. There seem to be two primary error sources--the respondent and the transcription of his or her responses. Given the extent to which overall edit failure rates vary from one group to another and the differences between the data collection methods, the respondent is obviously the major source of this error at least with the mail data. Transcription errors, on the other hand, should impinge at the same absolute rate on the two sets of data and, while being relatively

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[1/] Cox, B. G., and Folsom, R. E., Jr. "An Empirical Investigation of Alternate Item Nonresponse Adjustment Procedures." Research Triangle Park, N.C.: Research Triangle Institute, June 1979.

[2/] Cox, B. G. Personal communication.

unimportant in the edit problems for the mail questionnaires due to the magnitude of the respondent ability factor, should be of greater importance for the personal interview data.

Given the strict quality control exercised over the processing of the NLS data the overall transcription rate should have been relatively low. King and Thorne[3/] reported an overall character error rate of .23 percent in the transcription of the third follow-up data. Even at this low rate, however, transcription errors would likely give rise to inconsistencies in the family income total figures in roughly 1.5 percent of the cases and for educational finances in 3.2 percent of the cases.[4/] This represents half or more of the inconsistencies involving these variables noted by Cox and Folsom[5/] and would seem to account for a substantial proportion of these edit check failures in the personal interview data.

The only other check that was a major problem irrespective of the mode of data collection was check 42. This required someone who reported that their field of study in October of 1975 was the same as their field of study in October of 1976 to have provided their field of study for the 1976 period (CONS42). The overall rates of failure associated with this check were .049 and .022 for mail and personal interview data, respectively. One might suppose that this would indicate a simple non-reporting problem; however, the results for another consistency check argue for a slightly different interpretation. Check 36 called for those who reported that they were enrolled in school in October of 1976 to have reported their field of study in that year. Roughly one-fourth as many questionnaires failed edit on this check as on check 42. Thus, those who reported school attendance in October 1976 generally reported their field of study at that time. This seems to indicate that

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[3/] King, D. A, and Thorne, N. R. "National Longitudinal Study Data Collection Activities for the Third Follow-Up." Research Triangle Park, N.C.: Research Triangle Institute, September 1977, p.36.

[4/] These figures were computed assuming that the character errors were statistically independent and that any entry error on one or more of seven characters for the family income items and 14 characters for the educational finance items would cause the failure of the associated consistency checks. For example, if the probability of no error on any one character is equal to .9977, the probability of no error on seven characters is equal to $(.9977)^7$ or .984. This means the probability of one or more errors is .016 or 1.6 percent.

[5/] King, D. A., and Thorne, N. R. Op. cit. p.20.

the problem with check 42 was due to the respondents' failure to note the critical nature of the second response option to question 73: "No, was not in school in October 1976."

All of the remaining checks that posed major problems were specific to the mail questionnaires and can be explained primarily through respondent errors. Of these checks, the most difficult proved to be check 81 which called for providing information concerning activities in which the respondents were engaged or expected to be engaged for five different time points. Nearly 14 percent of those who responded by mail failed to provide at least one answer for each of the time points. Based on the fact that in the final edited data nonresponse varied across the various time points,[6/] it seems that this edit failure rate can be attributed reasonably to the respondents' carelessness in failing to respond to each time point and not an overall failure to respond to the entire set of questions.

The other checks, each of which involved a single questionnaire item, included checks, 47, 51, 54, and check 31. These checks are related to one another in that they all call for responses to have been provided to their associated items. As seen in the following subsection, these checks constituted the only broadly interrelated set of consistency checks not based simply on item content but on a more general response set--nonresponse.

The rest of the checks that posed major problems were associated with specific topical areas. For instance, checks 23 and 26 both involved items requesting employment information of those who indicated they had jobs at specified times. Checks 33 and 34 called for similar consistencies involving the reporting of school enrollment depending on whether or not the respondents indicated they were in school between 1974 and 1976. The remaining checks that were failed by more than two percent of the mail responses all centered around the two major activity state questions and their associated, more in-depth questions. Cox and Folsom[7/] examined the bias in these items and found that the original responses provided by the third follow-up respondents yielded estimates which were too low in comparison to the final edited data.

[6/] Levinsohn, J. R., et al. "National Longitudinal Study: Data File Users Manual, Volume II." Research Triangle Park, N.C.: Research Triangle Institute, April 1978, Appendix K.

[7/] Cox, B. G., and Folsom, R. E., Jr. Op. cit. p.37.

Given the relatively low rates at which respondents failed to provide any information to these two questions (checks 1 and 11 were failed by only .003 and .016 of the mail responses respectively), this seems to indicate that the respondents failed to follow directions calling for indicating all the items that applied, but responded more completely to later single response questions.

B. Statistical Attempts to Characterize the Edit Check Failures

The next step in trying to characterize the underlying mechanisms associated with edit failure was to carry out a set of factor analyses using the edit checks as the variables to determine if any further empirical associations among the edit checks could be identified. Once again separate analyses were performed on the mail and personal interview data. Given the exploratory nature of these analyses, a standard principle components analysis was carried out on each intercorrelation matrix followed by a varimax rotation of the factor matrix maintaining all factors having an eigenvalue greater than 1.0. Given the large number of variables involved, only a brief summary of these results has been included here.

The intercorrelation matrices upon which the factor analyses were based were both quite similar in that the vast majority of the correlations were very small. The matrix formed from the personal interview data contained only 78 unique correlations having values greater than or equal to .10 out of a total of 3,240[8/] computed correlations. This amounted to less than 2.5 percent of the correlations. For the intercorrelation matrix based on the mail data, far more correlations were observed having values larger than .10. In this case there were 311 out of the 3,403 unique correlations. A much larger figure but still less than 10 percent. While the sample sizes were so large that only one or two of the correlations of this magnitude are likely to have resulted from chance, it is very clear that, on the whole, the individual consistency check failures are nearly independent of one another in the personal interview data. Given these results, it is virtually impossible for the factor analyses to yield a small number of factors that fully account for the structure of the correlation matrices.

8/ Two of the 83 checks were failed by none of the personal interview respondents; and, as a result, were omitted from the correlation matrix.

Table 5.--Consistency checks associated with factors having eigenvalues greater than 1.00 for the data collected by mail

Item[a/]	Factor 1	2	3	4	5	6	7	8	9	10	11
1	31	37	2	79	64	58	19	46	5	1	30
2	32	41	21	80	66	59	23	61	35	55	72
3	47	43					26	62			
4	51										
5	54										
6	56										
Eigenvalue	3.48	2.27	1.77	1.66	1.56	1.38	1.29	1.29	1.18	1.11	1.05
Average correlation	.29	.33	.63	.81	.57	.60	.24	.25	.46	.38	.29

[a/] Table entries refer to the specific consistency checks loading highly on the rotated factors. Checks with loadings less than .40 are omitted.

Table 6.--Consistency checks associated with factors having eigenvalues greater than 1.00 for the data collected by personal interview

Item[a/]	Factor 1	2	3	4	5	6	7	8
1	8	2	5	64	12	79	3	14
2	18	21	35	66	24	80	13	15
3	55							
Eigenvalue	1.97	1.78	1.71	1.40	1.36	1.13	1.11	1.01
Average correlation	.62	.84	.58	.55	.48	.46	.41	.24

[a/] Table entries refer to the specific consistency checks loading highly on the rotated factors. Checks with loadings less than .25 are omitted.

The items with the highest varimax rotated loadings in the factors having eigenvalues larger than 1.00 are presented in Tables 5 and 6 for the mail and personal interview data respectively. The eigenvalues for each factor and the average interitem correlation are set forth in these tables as well.

Clearly, the concerns mentioned in connection with the nature of the two correlation matrices are born out here. Among the 11 factors identified, only one involved more than three of the consistency checks. This was the first factor and was composed of checks 31, 32, 47, 51, 54 and 56--all checks involving single items calling for subject response. This nonresponse factor was the only factor found that was general in the sense of not being based on the relatedness of the subject matter touched on by the questions associated with the consistency checks (topically defined). Most of remaining factors, some of which were noted in the previous subsection, consisted either of checks involving the same set of questions or concerning the same topic.

Considering the results from analyzing the mail returned data, five of the factors were generally topically oriented. Factor 2 (related to providing information about school attendance, field of study and withdrawal), 4 (related to providing information on family income), 5 (related to providing information on school finances), 7 (related to reporting employment information) and 8 (related to reporting schooling costs, fellowships and loans) all seemed to fall in this category. Factors 3, 6, and 9 were even more tightly constituted each consisting of checks involving overlapping sets of questions. Only factors 10 and 11 failed to fall in one of these two categories. These two factors each consisted of a pair of poorly correlated consistency checks; had there been higher correlations among the checks, these check pairs would probably not have emerged as separate factors.

Of the eight factors considered based on the personal interview data only three were topically related--factors 4, 6 (both discussed above), and 7 (having to do with the consistency of reporting employment for 1975 and 1976). The other five consisted of checks which concerned overlapping sets of questions.

V. CONCLUSIONS

Based on the results which have been presented and discussed here together with the results of other studies touching on similar topics and involving the third follow-up data, there are five general conclusions which should be emphasized. These conclusions have to do with the utility of subgroup differences in the likelihood of edit failure, the problems associated with asking financial questions calling for itemizations, the use of questions involving checking all that apply, strategies used to reduce respondent burden, and the serious implications of data entry errors for instrument consistency with large instruments. Each of these topics is considered in turn below.

A. Utility of Subgroup Differences

Having considered potential and likely explanatory factors associated with the likelihood of particular subgroups of questionnaires failing the edit applied to the third follow-up instruments, what we must now consider is the utility inherent in those differences. In an earlier report the author noted similar types of subgroup differences based on a broader range of data quality indicators.[9/] When an attempt was made to determine the degree to which those indicators would be predicted making use of response history, prior data quality, and personal background variables it was found that, among the ten indicators investigated, the highest R^2 value obtained was less than .11. While this was based on data obtained after the editing and follow-up processes had been carried out, the likelihood of substantially better prediction of edit failure as defined here seems very small. Thus, while identifiable and, to some extent, understandable subgroup differences were found in this study, the magnitude of these differences is probably too small for any concrete recommendations concerning survey practice to be made.

B. Problems with Itemized Financial Questions

The results of this and other studies indicate that the majority of the edit failure problems associated with the itemized financial questions (at

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[9/] Wisenbaker, J. M. "Factors Related to Third Follow-Up Survey Response." Research Triangle Park, N.C.: Research Triangle Institute, April 1981.

least for questionnaires returned by mail) revolve around the respondents' failure to supply answers to each of the requested line items. In general, the high correlations between parallel items for different years indicate that, for a given respondent, there was a relatively high degree of consistency with respect to this type of behavior. Furthermore, the typical response supplied through telephone re-contact was that the appropriate value for the missing item was zero. These facts would strongly suggest that the most cost-beneficial strategy to apply to items of this nature would be to automatically infer zero values for missing line items so long as at least one of the items received a valid response.

The results of this study further point to the potential for data entry errors to generate inconsistencies within sets of financial items where relatively accurate totals are demanded. These findings indicate that half or more of the inconsistencies affecting these types of questions could be due to this problem. A far more simple and less costly approach to addressing this aspect of the problem with the financial questions would be to immediately key verify these items. Given the use of on-line key-to-disk entry systems with a small degree of programmability, re-keying could easily take place after all items have been entered, thereby reducing the likelihood that the same error would be repeated even though the same data entry operator would be involved.

C. Problems with "Check All that Apply"

The results of this study indicate that those consistency checks which involve items structured as check all responses that apply are likely to be failed by a substantial number of mail respondents. Nearly 12 percent of the mail respondents failed to consistently respond to questions concerning holding a full- or part-time job in 1975. The response biases discovered by Cox and Folsom indicated that the respondents typically failed to be complete in their report of their activities. In other words, they check the most important item(s) and not all that apply.

There seem to be two reasonable strategies which may be used to avoid this type of problem. Since most questionnaires do not have check all that apply items appearing with potentially confirmatory single response items, the best course of action would be to not ask questions using check all that apply directions. Where such questions are used together with confirmatory single response items a more liberal inferential strategy would seem highly desirable.

This would involve inferring the positive incidence of a response on the multiple response item whenever it was left blank and where the preponderance of single response items indicate it should have been checked.

What must be realized is that for answers to such questions to have any real use the more exhaustive set of single response questions have to be asked anyway. Why not reduce respondent burden or take the opportunity to ask for different kinds of information by eliminating check all that apply questions?

D. Successful and Unsuccessful Strategies Used to Reduce Respondent Burden

One of the major strategies employed in the third follow-up questionnaire to reduce respondent burden while asking questions covering both 1975 and 1976 was the use of reflexive items. If a respondent had the same information to report for 1975 as he had already reported for 1976, all he needed to do was to answer one question properly. In general, this strategy seemed to work appropriately for questions involving the specific job held in 1975 and 1976, and the specific school attended at the same two times. The mail questionnaire failure rates on the checks associated with these items were both less than 1.5 percent while the personal interview questionnaires had failure rates of less than .5 percent. The similarly structured question concerning the respondents' fields of study, however, had substantially higher edit failure rates (4.9 and 2.2 percent for mail and personal interviews respectively).

It was noted previously that the respondents appeared to answer the key question concerning 1975 field of study incorrectly by failing to note a critical but implicit requirement that the respondent have been in school in the fall of 1976. This question and its option differed from the other two sets of questions and options in that it failed to specify the specific question to which a prior response should have been provided while the others made explicit reference to previous questions.

Thus, it would seem that, while such reflexive questions have a realizable potential for reducing respondent burden where repetitive information would be required, the question and/or its response options must explicitly reference where this information should have been provided. Failure to do so results in unnecessary problems which can be overcome only through the use of relatively expensive follow-up procedures.

E. Implications of Data Entry Error

While the overall data entry errors in connection with the third follow-up were very low, it would appear that such errors were partially responsible for an appreciable level of consistency check failure involving those questions which called for itemized financial information (especially for questionnaires obtained by personal interview). It was recommended that a cost effective approach to reducing transcription error induced edit failure on financial questions could be accomplished through the key verification of this type of data.

In general, it must be realized that transcription errors are virtually inevitable on a questionnaire of appreciable length. Without complete verification of the data, a single character error rate of .0023 (which was actually experienced on the third follow-up data entry) on a questionnaire involving over 700 items averaging two characters per item produces an average of 3.22 errors per questionnaire. Under these circumstances one would expect only about 4 percent of the questonnaires to be keyed without any errors. Since the single character error rate would be difficult to substantially reduce below this level, the only solution to this insidious problem would be to implement 100 percent re-keying.

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Appendix A

Consistency Checks for Fail Edit Study

Appendix A

Consistency Checks for Fail Edit Study

Check Number	Question Number	Specifications
1	1	NA is an acceptable code for one or more fields. However, it is not acceptable for all fields to be coded NA. There must be at least one 01-08 data field.
2	1	If Q.1A is 01, Q.10 must be 01 or 02.
3	1	If Q.1A is NA, Q.10 must be 03 or 04.
4	1	If Q.1B is 02, Q.52 must be 02.
5	1	If Q.1C is 03, Q.52 must be 02.
6	1	If Q.1D is 04, Q.52 must be 02.
7	1	If neither Q.1B is 02 nor Q.1C is 03 nore Q.1D is 04, Q.52 must be 01 or NA.
8	1	If Q.1E is 05, Q.118 must be 03.
9	1	If Q.10 is 03, Q. 1G must be 07.
10	1	If Q.12 is 01, Q1G must be 07.
11	9	NA is an acceptable code for one or more fields. However, it is not acceptable for all fields to be coded NA. There must be at least one 01-08 data field.
12	9	If Q9A is 01, Q.32 must be 01 or 02.
13	9	If Q.9A is NA, Q.32 must be 03 or 04.
14	9	If Q.9B is 02, Q.66 must be 02 or 03.
15	9	If Q.9C is 03, Q.66 must be 02 or 03.
16	9	If Q.9D is 04, Q.66 must be 02 or 03.
17	9	If neither Q.9B is 02 nor Q.9C is 03 nor Q.9D is 04, Q.66 must be 01 or NA.
18	9	If Q9E is 05, Q.118 must be 03.
19	9	If Q.32 is 03, Q.9G must be 07.

Appendix A

Consistency Checks for Fail Edit Study--Continued

Check Number	Question Number	Specifications
20	9	If Q.33 is 01, Q.9G must be 07.
21	10	Q.10 must not be NA.
22	10	If Q.10 is 04, Q.13A-D, Q.15, and Q16 must be NA.
23	10	If Q.10 is 01 or 02 or 03, Q.13A-D, Q. 15, Q.16, and Q.29 must not be NA.
24	32	Q.32 must not be NA.
25	32	If Q.32 is 04, Q.35A-D, Q.36, and Q.37 must be NA.
26	32	If Q.32 is 01, 02, or 03, Q.34, Q.36, Q.37, and Q.40 must not be NA.
27	34	If Q.34 is 02 or 03, Q.35A-D must not be NA.
28	47	Q.47 must not be NA.
29	47	If Q.47 is 01, Q.48 (all parts) must be NA.
30	47	If Q.47 is 02, Q.48AA,BA,CA,DA,EA,FA, or GA must not be NA.
31	49a	Q.49A must not be NA.
32	51	Q.51 must not be NA.
33	51	If Q.51 is 01, Q.52, Q.53A,B, Q.66, Q67A,B, and Q.88AA-BB must be NA.
34	51	If Q.51 is 02, Q.52, Q.66, Q.83, Q.88AA,BA, Q.90, Q.92, Q.94, and Q.96 must not be NA.
35	52	If Q.52 is 01, Q.53A,B and Q.57 must be NA.
36	52	If Q.52 is 02, Q.53A,B, Q.54, Q.57, Q.59, and Q.61 must not be NA.
37	66	If Q.66 is 01, Q.67A,B and Q.70 must be NA.

Appendix A

Consistency Checks for Fail Edit Study--Continued

Check Number	Question Number	Specifications
38	66	If Q.66 is 02, Q.70, Q.71, Q.73 must not be NA.
39	66	If Q.66 is 03, Q.67A,B, Q.68, Q.70, Q.71, and Q.73 must not be NA.
40	66	If Q.66 is 02, Q.53A,B must not be NA.
41	73	If Q.73 is 02 or 03, Q.74 must not be NA.
42	73	If Q.73 is 01, Q.61 must not be NA.
43	83	If Q.83 is 01, Q.84A-K must be NA.
44	83	If Q.83 is 02 or 03 or 04, Q.84A-K must not be NA. At least one "01" must appear.
45	94	If Q.94 is 01, Q.95AA-DB must be NA.
46	96	If Q.96 is 01, Q.97AA-EB must be NA.
47	101	Q.101 must not be NA.
48	101	If Q.101 is 02, Q.102 and Q.104 must not be NA.
49	102	If Q.102 is 01, Q.103 must be NA.
50	102	If Q.102 is 02, Q.103ASC-AD (first choice) must not be NA.
51	108	Q.108 must not be NA.
52	108	If Q.108 is 01, Q.109A-L must be NA.
53	108	If Q.108 is 02, Q.109A-L (at least one part) must not be NA.
54	118	Q.118 must not be NA.
55	118	If Q.118 is 01 or 02, Q.119 must be NA.
56	129	Q.129 must not be NA.
57	129	If Q.129 is 01 or 02, Q.131A-H and Q.136A-H must be NA.
58	129	If Q.129 is 03 or 04, Q.131BOX-H (at least one part) must not be NA.

Appendix A

Consistency Checks for Fail Edit Study--Continued

Check Number	Question Number	Specifications
59	129	If Q.129 is 03 or 04, Q.136BOX-H (at least one part) must not be NA.
60	34	If Q.34 is 01, Q.13A-D must not be NA.
61	90	If Q.90 is 01, Q.91 must be NA.
62	92	If Q.92 is 01, Q.93 must be NA.
63	88AA	If Q.88AA is 02, all of Q.89A must be NA or 0.
64	88AA	If Q.88AA is 02, Q.89A must meet one of the following two conditions: (1) Q.89AA, 89HA, and at least two of 89BA-89FA must not be NA; (2) Q.89AA-89FA must not be NA; and If Q.88AA is 01, Q.89HA (total), if non-90,* must be within 10 percent of 89AA + 89BA + 89CA + 89DA + 89EA + 89FA.
65	88BA	If Q.88BA is 02, all parts of Q.89B must be NA or 0.
66	88BA	If Q.88BA is 01, Q.89B must meet one of the following two conditions: (1) Q.89AB, 89HB, and at least two of 89BB-89FB must not be NA; (2) Q.89AB-89FB must not be NA; and If Q.88BA is 01, Q.89HB (total) must be within 10 percent of 89AB + 89BB + 89CB + 89DB + 89EB + 89FB.
67	90	If Q.90 is 02, Q.91B must be NA or 0 and at least one of Q.91AA-Q.91JA must not be NA. Q.91KA if non-90 must be within 10 percent of Q.91AA + Q.91BA + Q.91CA + ... + Q.91JA.
68	90	If Q.90 is 03, Q.91A must be NA or 0 and at least one of Q.91AB-Q.91JB must not be NA. Q.91KB is non-90 must be within 10 percent of Q.91AB + Q.91BB + ... + Q.91JB.

* Assumes total to be a dollar amount. Does not apply if total is one of the "ninety" codes.

Appendix A

Consistency Checks for Fail Edit Study--Continued

Check Number	Question Number	Specifications
69	90	If Q.90 is 04, at least one of Q.91AA-Q.91JA must not be NA and at least one of Q.91AB-Q.91JB must not be NA. Q.91KA if non-90 must be within 10 percent of Q.91AA + Q.91BA + ... + Q.91JA, and Q.91KB if non-90 must be within 10 percent of Q.91AB + Q.91BB + ... + Q.91JB.
70	92	If Q.92 is 02, Q.93B must be NA or 0 and at least one of Q.93AA-Q.93HA must not be NA. Q.93IA if non-90 must be within 10 percent of Q.93AA + Q.93BA + Q.93CA + ... + Q.93HA.
71	92	If Q.92 is 03, Q.93A must be NA or 0 and at least one of Q.93AB-Q.93HB must not be NA. Q.93IB if non-90 must be within 10 percent of Q.93AB + Q.93BB + ... + Q.93HB.
72	92	If Q.92 is 04, at least one of Q.93AA-Q.93HA must not be NA and at least one of Q.93AB-Q.93HB must not be NA. Q.93IA if non-90 must be within 10 percent of Q.93AA + Q.93BA + ...+ Q.93HA and Q.93IB if non-90 must be within 10 percent of Q.93AB + Q.93BB + ... + Q.93HB.
73	94	If Q.94 is 02, Q.95B must be NA or 0 and at least one of Q.95AA-Q.95CA must not be NA. Q.95DA if non-90 must be within 10 percent of Q.95AA + Q.95BA + Q.95CA.
74	94	If Q.94 is 03, Q.95A must be NA or 0 and at least one of Q.95AB-Q.95CB must not be NA. Q.95DB if non-90 must be within 10 percent of Q.95AB + Q.95BB + Q.95CB.
75	94	If Q.94 is 04, at least one of Q.95AA-Q.95CA must not be NA and at least one of Q.95AB-Q.95CB must not be NA. Q.95DA if non-90 must be within 10 percent of Q.95AA + Q.95BA + Q.95CA and Q.95DB if non-90 must be within 10 percent of Q.95AB + Q.95BB + Q.95CB.
76	96	If Q.96 is 02, Q.97B must be NA or 0 and at least one of Q.97AA-Q.97DA must not be NA. Q.97EA if non-90 must be within 10 percent of Q.97AA + Q.97BA + ...+ Q.97DA.
77	96	If Q.96 is 03, Q.97A must be NA or 0 and at least one of Q.97AB-Q.97DB must not be NA. Q.97EB if non-90 must be within 10 percent of Q.97AB + Q.97BB + ... + Q.97DB.

Appendix A

Consistency Checks for Fail Edit Study--Continued

Check Number	Question Number	Specifications
78	96	If Q.96 is 04, at least one of Q.97AA-Q.97DA must not be NA and at least one of Q.97AB-Q.97DB must not be NA. Q.97EA if non-90 must be within 10 percent of Q.97AA + Q.97BA + Q.97CA + Q.97DA and Q197EB if non-90 must be within 10 percent of Q.97AB + Q.97BB + Q.97CB + Q.97DB.
79	141A	Q.141A must meet one of the following two conditions: (1) Q.141FA must not be NA; (2) Q.141AA BA, ..., and EA must not be NA; and Q.141FA if non-90 must be within 10 percent of Q.141AA + Q.141BA + ... + Q.141EA.
80	141B	Q.141B must meet one of the following two conditions: (1) Q141FB must not be NA; (2) Q.141AB, BB, ..., and EB must not be NA; and Q.141FB if non-90 must be within 10 percent of Q.141AB + Q.141BB + ... + Q.141EB.
81	158	NA is an acceptable code for one or more fields in each column. However, it is not acceptable for all fields to be coded NA. There must be at least one 01-09 data field in each column.
82	(Cross Year Checks)	If FQ43A is 02 or SQ66BA is 02, SQ66CA is 03, SQ66D is 04, SQ66E is 05, SQ66F is 06, or SQ66GA is 07, then TQ47 must be 02. If SQ66BA is 02, TQ48AA must be 01. If SQ66CA is 03, TQ48BA must be 02. If SQ66D is 04, TQ48CA must be 03. If SQ66E is 05, TQ48DA must be 04. If SQ66F is 06, TQ48EA must be 05. If SQ66GA is 07, TQ48GA must be 07.
83	(Background Checks)	Respondent's name must not be NA. Respondent's city and state must not be NA. Parents' name must not be NA. Parents' city and state must not be NA.

Appendix B

Third Follow-Up Questionnaire

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

O M B No. 051-S-76038
APPROVAL EXPIRES JUNE 30, 1978

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Third Follow-Up Questionnaire

Prepared for the
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1976

OE FORM 2367 5
MRC 5493

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington D.C. 20202

GENERAL INSTRUCTIONS

This questionnaire is divided into the following seven sections:

A. General Information
B. Work Experience
C. Education and Training
D. Military Service
E. Family Status
F. Experiences and Opinions
G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in , . beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- **(Circle one.)**
- **(Circle as many as apply.)**
- **(Circle one number on each line.)**

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided.

Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?	**(Circle one number on each line.)**	
	My Reasons	**NOT My Reasons**
Graduated	(1)	2
Entered college	1	(2)
Went to work	(1)	2

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the **first week of October 1976?**" Because it has been two years since we last heard from you, we also ask some questions about what you were doing in 1975. As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

This questionnaire is authorized by law 20 USC 1221e-1.

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

(1) Solicitation of information about the respondent as detailed in the questionnaire is authorized by Section 415 of the General Education Provisions Act as amended (20 USC 1226b).

(2) Disclosure of this information by the respondent is subject to no penalty for not providing all or any part of the requested information.

(3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.

(4) The routine uses of these data will be statistical in nature as detailed in 9 in Appendix B of the Departmental Regulations (45 CRF 56) published in the *Federal Register*, Vol. 40, No. 196, October 8, 1975.

When you complete this questionnaire, please place it in the post-paid, addressed envelope provided and mail it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Research Triangle Park, North Carolina 27709

THANK YOU FOR YOUR COOPERATION

A
START

SECTION A: GENERAL INFORMATION

1. **What were you doing the first week of October 1976?**

(Circle as many as apply.)

TQ1A	Working for pay at a full-time or part-time job	1
TQ1B	Enrolled in graduate or professional school	2
TQ1C	Taking academic courses at a two- or four-year college	3
TQ1D	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	4
TQ1E	On active duty in the Armed Forces (or service academy)	5
TQ1F	Homemaker	6
TQ1G	Temporary layoff from work, looking for work, or waiting to report to work	7
TQ1H	Other (describe: _____)	8

TQ2 2. **How would you describe your living quarters as of the first week of October 1976?**

(Circle one.)

Private house or mobile home	1
Private apartment	2
Dormitory or apartment operated by a school or college	3
Fraternity or sorority house	4
Rooming or boarding house	5
Military service barracks, on board ship, etc.	6
Other (describe: _____)	7

TQ3 3. **With whom did you live as of the first week of October 1976?**

(Circle one.)

By myself	1
With my parents	2
With my husband or wife	3
With parents and husband or wife	4
With other relatives	5
With person(s) not related to me	6

TQ4 4. **Which of the following best describes the location of the place where you lived in the first week of October 1976?**

(Circle one.)

In a rural or farming community	1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place	2
In a medium-sized city (50,000-100,000 people)	3
In a suburb of a medium-sized city	4
In a large city (100,000-500,000 people)	5
In a suburb of a large city	6
In a very large city (over 500,000 people)	7
In a suburb of a very large city	8
A military base or station	9

TQ5 5. **Is this the SAME city or community where you lived in October 1974?**

Yes ..... 1 *GO TO Q. 8*
No ..... 2 *CONTINUE WITH Q. 6*

TQ6 6. **How far is this from where you lived in October 1974?**

(Circle one.)

Less than 50 miles 1
50 to 99 miles 2
100 to 199 miles 3
200 to 499 miles 4
500 miles or more 5

TQ7 7. **What was the main reason you moved to the place where you live now?**

(Circle one.)

To find or take a job 1
Was transferred 2
Other job-related reason 3
To go to school 4
To follow my parents or spouse to a new location 5
To follow another relative or friend to a new location 6
Wanted a better place to live 7
Other (specify: _____) 8

8. **Which of the following items do you have the use of as your own because you (or your spouse) have bought them or have been given them, or because they belong to your parents, roommates, dormitory, apartment building, etc.?**

(Circle one number on each line.)

		Have As My Own	Have But Don't Own	Don't Have Use Of
TQ8A	a Daily newspaper	1	2	3
TQ8B	b Dictionary	1	2	3
TQ8C	c Encyclopedia or other reference books	1	2	3
TQ8D	d Magazines	1	2	3
TQ8E	e Record player	1	2	3
TQ8F	f Tape recorder or cassette player	1	2	3
TQ8G	g Color television	1	2	3
TQ8H	h Typewriter	1	2	3
TQ8I	i Electric dishwasher	1	2	3
TQ8J	j Two or more cars or trucks that run	1	2	3

9. **Now please think back a year to Fall 1975. What were you doing in October 1975?**

(Circle as many as apply.)

TQ9A Working for pay at a full-time or part-time job 1
TQ9B Enrolled in graduate or professional school 2
TQ9C Taking academic courses at a two- or four-year college 3
TQ9D Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 4
TQ9E On active duty in the Armed Forces (or service academy) 5
TQ9F Homemaker 6
TQ9G Temporary layoff from work, looking for work, or waiting to report to work 7
TQ9H Other (describe: 41) 8

B
START

SECTION B: WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held in the two-year period from October 1974 through October 1976. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

JOBS HELD IN OCTOBER 1976

TQ10 **10. Did you hold a job of any kind during the first week of October 1976?**

(Circle one.)

- Yes, working full-time (35 hours or more per week) 1
- Yes, working part-time (34 hours or fewer per week) 2
- Yes, but on temporary layoff from work or waiting to report to work 3

} *GO TO Q. 13, next page*

- No ..... 4 *CONTINUE WITH Q. 11*

11. What were the reasons you were not working during the first week of October 1976?

(Circle one number on each line.)

			My Reasons	NOT My Reasons
TQ11A	a	Did not want to work	1	2
TQ11B	b	Was full-time homemaker	1	2
TQ11C	c	Going to school	1	2
TQ11D	d	Not enough job openings available	1	2
TQ11E	e	Required work experience I did not have	1	2
TQ11F	f	Jobs available offered little opportunity for career development	1	2
TQ11G	g	Health problems or physical handicap	1	2
TQ11H	h	Could not arrange child care	1	2
TQ11I	i	Other family responsibilities (including pregnancy)	1	2
TQ11J	j	Not educationally qualified for types of work available	1	2
TQ11K	k	There were jobs but none where I could use my training	1	2
TQ11L	l	Spouse preferred that I didn't work	1	2
TQ11M	m	Other (specify: _____)	1	2

TQ12 **12. Were you looking for work during the first week of October 1976?**

(Circle one.)

- Yes 1
- No, but DID look for work sometime during the month of September 1976 2
- No, and did NOT look for work at any time during the month of September 1976 3

} *GO TO Q. 32, p. 7*

13. **Please describe below the job you held during the first week of October 1976. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

TQ13A-D a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

TQ13E e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? 1
A GOVERNMENT employee (Federal, State, county, or local institution or school)? 2
Self-employed in your OWN business, professional practice, or farm? 3
Working WITHOUT PAY in family business or farm? 4

f. When did you start working at this job? TQ13FA (month) TQ13FB (year)

g. Are you currently working at this job?

TQ13GA Yes 1
No ..... 2 Date left: TQ13GB (month) TQ13GC (year)

14. **How did you find this job?**

(Circle as many as apply.)

TQ14A	a.	School or college placement service 1
TQ14B	b.	Professional periodicals or organizations 2
TQ14C	c.	Civil Service applications 3
TQ14D	d.	Public employment service 4
TQ14E	e.	Private employment agency 5
TQ14F	f.	Community action or welfare groups 6
TQ14G	g.	Newspaper, TV, or radio ads 7
TQ14H	h.	Direct application to employers 8
TQ14I	i.	Registration with a union 9
TQ14J	j.	Relatives 10
TQ14K	k.	Friends 11
TQ14L	l.	Other (specify: _____) 12

TQ15 15. **How many hours did you usually work at this job in an average week?**

_____ Hours per week

TQ16 16. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ _____ per week
(Earnings before deductions)

17. **The following are some general things that people do on their jobs. About how much time did you spend on each in the average work day on your job?**

(Circle one number on each line.)

		None	Very Little	Some	A Great Deal
TQ17A	Working with things (machinery, apparatus, art materials, etc.)	1	2	3	4
TQ17B	Doing paperwork (administrative, clerical, computational, etc.)	1	2	3	4
TQ17C	Working with ideas, thinking	1	2	3	4
TQ17D	Dealing with people (as part of the job)	1	2	3	4

18. a. **About how many people were employed in the entire organization for which you worked? State or Federal employees give the approximate number of people in your Department, e.g., State, Commerce, Motor Vehicles, etc. Self-employed give the approximate number of your employees. (Circle one number in Column A.)**

b. **About how many of these people worked in the same plant or office as you? (Circle one number in Column B.)**

	A. Total Organization	B. Same Plant or Office
I worked alone	1	1
Less than 10	2	2
10 - 99	3	3
100 - 499	4	4
500 - 999	5	5
1,000 - 2,499	6	6
2,500 and over	7	7
	TQ18A	TQ18B

TQ19 19. **Please think of your supervisor or the person who had most control over what you actually did on the job. Which of the following best describes how closely this person supervised you?**

(Circle one.)

My supervisor decided both what I did and how I did it 1
My supervisor decided what I did, but I decided how I did it 2
My supervisor gave me some freedom in deciding what I did and how I did it 3
I was more or less my own boss within the general policies of the organization 4
There was no such person 5

TQ20 20. **How many people did you supervise in your job? (Include all persons whose work you supervised as well as those for whose work you were held responsible.)**

_____ people

21. How satisfied were you with the following aspects of this job?

(Circle one number on each line.)

			Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
TQ21A	a.	Pay and fringe benefits	1	2	3	4
TQ21B	b.	Importance and challenge	1	2	3	4
TQ21C	c.	Working conditions	1	2	3	4
TQ21D	d.	Opportunity for promotion and advancement with this employer	1	2	3	4
TQ21E	e.	Opportunity for promotion and advancement in this line of work	1	2	3	4
TQ21F	f.	Opportunity to use past training and education	1	2	3	4
TQ21G	g.	Security and permanence	1	2	3	4
TQ21H	h.	Supervisor(s)	1	2	3	4
TQ21I	i.	Opportunity for developing new skills	1	2	3	4
TQ21J	j.	Job as a whole	1	2	3	4
TQ21K	k.	The pride and respect I received from my family and friends by being in this line of work	1	2	3	4

TQ22 **22. Not including on-the-job or employer training, did you receive formal instruction to do this kind of work?**

No ..... 1 *GO TO Q. 27, next page*
Yes ..... 2 *CONTINUE WITH Q. 23*

23. Where did you receive this training?

(Circle as many as apply.)

TQ23A	High school	1
TQ23B	Vocational, trade, business, or other career training school	2
TQ23C	Junior or community college	3
TQ23D	Four-year college or university	4
TQ23E	Military service	5
TQ23F	Other (describe: _____)	6

24. What were your experiences while working on this job?

(Circle one number on each line.)

			My Experience	NOT My Experience
TQ24A	a.	I have been able to apply most of what I learned in school	1	2
TQ24B	b.	I would have liked more experience in my training before I started working	1	2
TQ24C	c.	I received training different from the way it was done on the job	1	2
TQ24D	d.	I was trained with tools or equipment not used on my job	1	2
TQ24E	e.	I could have gotten my job without the training	1	2
TQ24F	f.	I took coursework associated with my training which was not helpful in performing my job	1	2
TQ24G	g.	Most of what I did on the job I learned to do in school	1	2
TQ24H	h.	I consider myself doing as well as others with similar training	1	2
TQ24I	i.	I consider going to school and getting the training a wise choice	1	2

TQ25 25. **Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?**

Yes 1
No 2
Don't know 3

TQ26 26. **Did the school at which you received your training for this job refer you to this job?**

Yes 1
No 2

TQ27 27. **Do you expect to be working in October 1977?**

No 1
Don't know ....2 } *GO TO Q. 29*
Yes .....3 *CONTINUE WITH Q. 28* →

TQ28 28. **Do you plan to work at the SAME KIND OF WORK?**

Yes 1
No 2
Don't know 3

TQ29 29. **Were you working at a second job in the first week of October 1976 at the SAME TIME as you held the job you described above?**

No .....1 *GO TO Q. 32*
Yes .....2 *CONTINUE WITH Q. 30*

TQ30 30. **How many hours did you usually work at this job in an average week?**

_____ Hours per week

TQ31 31. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$_____ per week
(Earnings before deductions)

JOBS HELD IN OCTOBER 1975

TQ32 32. **Now please think back to Fall 1975. Did you hold a job of any kind during the month of October 1975?**

(Circle one.)

Yes, working full-time (35 hours or more per week) 1
Yes, working part-time (34 hours or fewer per week) 2
Yes, but on temporary layoff from work or waiting to report to work .....3 } *GO TO Q. 34, next page*
No .....4 *CONTINUE WITH Q. 33*

TQ33 33. **Were you looking for work during October 1975?**

(Circle one.)

Yes 1
No, but DID look for work sometime during the month of September 1975 2
No, and did NOT look for work at any time during the month of September 1975 .....3 } *GO TO Q. 41, p. 9*

TQ34 **34. Is this the same job you held in October 1976 and reported in Q. 13?**

(Circle one.)

Yes ..... 1 *GO TO Q. 36*
No, different job ..... 2 } *CONTINUE WITH Q. 35*
No, was not working in October 1976 ..... 3 }

35. Please describe below the job you held during October 1975. (If you held more than one job at that time, describe the one at which you worked the most hours.)

TQ35A-D a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

TQ35E e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? 1
A GOVERNMENT employee (Federal, State, county, or local institution or school)? 2
Self-employed in your OWN business, professional practice, or farm? 3
Working WITHOUT PAY in family business or farm? 4

f. When did you start working at this job? TQ35FA (month) TQ35FB (year)

TQ36 **36. How many hours did you usually work at this job in an average week?**

_____ Hours per week

TQ37 **37. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ _____ per week
(Earnings before deductions)

38. Are you currently working at this job?

TQ38A Yes ..... 1 *GO TO Q. 40, next page*
No ..... 2 Date left: TQ38B (month) TQ38C (year) *CONTINUE WITH Q. 39*

39. **How important were the following as reasons for your leaving this job?**

(Circle one number on each line.)

		Very Important	Somewhat Important	Not Important
TQ39A	a. Poor pay or fringe benefits	1	2	3
TQ39B	b. Lack of importance and challenge	1	2	3
TQ39C	c. Poor working conditions	1	2	3
TQ39D	d. Lack of opportunity for promotion and advancement with this employer	1	2	3
TQ39E	e. Lack of opportunity for promotion and advancement with this line of work	1	2	3
TQ39F	f. No or little opportunity to use past training and education	1	2	3
TQ39G	g. Lack of security or permanence	1	2	3
TQ39H	h. Dissatisfied with my supervisor(s)	1	2	3
TQ39I	i. Lack of opportunity for developing new skills	1	2	3
TQ39J	j. Unhappy with the job as a whole	1	2	3
TQ39K	k. Moved to another location	1	2	3
TQ39L	l. I was laid off or fired	1	2	3
TQ39M	m. Went back to school or college	1	2	3
TQ39N	n. Got married	1	2	3
TQ39Ø	o. Had a baby	1	2	3
TQ39P	p. Other family responsibilities	1	2	3
TQ39Q	q. Left to obtain a better job	1	2	3
TQ39R	r. Health problems or physical handicap	1	2	3
TQ39S	s. Promotion or transfer within same organization	1	2	3
TQ39T	t. Temporary or school-related job	1	2	3
TQ39U	u. Other (specify: _____)	1	2	3

TQ40 40. **Were you working at a second job during the month of October 1975 at the SAME TIME as the job you described above?**

No 1
Yes 2

41. **During the two 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)**

(a) October 1974-October 1975		(b) October 1975-October 1976	
TQ41A	Number of employers	TQ41B	Number of employers

42. **During the same two 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)**

(a) October 1974-October 1975		(b) October 1975-October 1976	
TQ42A	weeks	TQ42B	weeks

43. **In each of these 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, were there any weeks in which you were NOT working and were looking for work, on layoff from a job, or waiting to report to work?**

			(a) October 1974-October 1975		(b) October 1975-October 1976	
TQ43NY	No ..... 1 Yes 2	How many?	TQ43A	weeks	TQ43B	weeks

TQ44X* TQ44Y 44. **What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

(Circle one.)

a. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent 1
b. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter 2
c. FARMER, FARM MANAGER 3
d. HOMEMAKER OR HOUSEWIFE ONLY 4
e. LABORER such as construction worker, car washer, sanitary worker, farm laborer 5
f. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official 6
g. MILITARY such as career officer, enlisted man or woman in the Armed Forces 7
h. OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant 8
i. PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher 9
j. PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher 10
k. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner 11
l. PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter 12
m. SALES such as salesperson, advertising or insurance agent, real estate broker 13
n. SCHOOL TEACHER such as elementary or secondary 14
o SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter 15
p TECHNICAL such as draftsman, medical or dental technician, computer programmer 16
q. NOT WORKING 17

TQ45 45. **Do you think you will need more education or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?**

No 1
Yes 2
Don't know 3

TQ46 46. **How satisfied are you with the progress you have made towards doing the kind of work you expect to be doing when you are 30 years old?**

(Circle one.)

Very satisfied 1
Satisfied 2
Dissatisfied 3
Very dissatisfied 4

*See manual for coding instructions.

C
START

SECTION C: EDUCATION AND TRAINING

This section asks information about your training and education. We would like to find out about the schools you have attended during the last two years, from October 1974 to October 1976. This information, combined with information you have given us in earlier follow-ups, will help to give us a complete picture of your educational experiences since high school. (Persons in the military service should also answer the questions in this section.)

EDUCATIONAL PROGRESS AND PLANS

TQ47 **47. Since high school, had you earned any certificate, license, diploma or degree of any kind prior to October 1976?**

No ..... 1 *GO TO Q. 49*
Yes ..... 2 *CONTINUE WITH Q. 48*

48. What kind of certificate, license, diploma or degree have you earned?

		(Circle as many as apply.)	Date Received Month	Year	Area of Certificate, License, or Degree (For Example, Real Estate License, Shorthand Certificate, Degree in History)
TQ48AA	A certificate	1	TQ48AB	19 TQ48AC	TQ48AD
TQ48BA	A license	2	TQ48BB	19 TQ48BC	TQ48BD
TQ48CA	A 2-year or 3-year vocational degree or diploma	3	TQ48CB	19 TQ48CC	TQ48CD
TQ48DA	A 2-year academic degree	4	TQ48DB	19 TQ48DC	TQ48DD
TQ48EA	A 4-year or 5-year college Bachelor's degree	5	TQ48EB	19 TQ48EC	TQ48ED
TQ48FA	A Master's degree or equivalent	6	TQ48FB	19 TQ48FC	TQ48FD
TQ48GA	Other (specify: _____)	7	TQ48GB	19 TQ48GC	TQ48GD

49. a. As of the first week of October 1976, what was your highest level of education or training? (Column A)

b. As things stand now, how far in school do you think you actually will get? (Column B)

		TQ49A A. Had in October 1976 (Circle one.)	TQ49B B. Plan to get (Circle one.)
Finished high school		1	1
Vocational trade or business school	Less than two years	2	2
	Two years or more	3	3
College program	Less than two years of college	4	4
	Two or more years of college (including two-year degree)	5	5
	Finished college (four- or five-year degree)	6	6
	Master's degree or equivalent	7	7
	Ph.D., or advanced professional degree	8	8

50. With regard to your education and training during the last year you were in school, how satisfied as a whole were you with the following?

(Circle one number on each line.)

		Very Satisfied	Somewhat Satisfied	Neutral or No Opinion	Somewhat Dissatisfied	Very Dissatisfied
TQ50A	a. The ability, knowledge, and personal qualities of most teachers	1	2	3	4	5
TQ50B	b. The social life	1	2	3	4	5
TQ50C	c. Development of my work skills	1	2	3	4	5
TQ50D	d. My intellectual growth	1	2	3	4	5
TQ50E	e. Counseling or job placement	1	2	3	4	5
TQ50F	f. The buildings, library, equipment, etc.	1	2	3	4	5
TQ50G	g. Cultural activities, music, art, drama, etc.	1	2	3	4	5
TQ50H	h. The intellectual life of the school	1	2	3	4	5
TQ50I	i. Course curriculum	1	2	3	4	5
TQ50J	j. The quality of instruction	1	2	3	4	5
TQ50K	k. Sports and recreation facilities	1	2	3	4	5

TQ51 **51. During the two-year period from October 1974 through October 1976 were you enrolled in or did you take classes at any school like a college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?**

No ..... 1 *GO TO Q. 98, p. 22*
Yes ..... 2 *CONTINUE WITH Q. 52*

SCHOOL ATTENDANCE IN OCTOBER 1976

TQ52 **52. Did you attend school in the first week of October 1976?**

No ..... 1 *GO TO Q. 66, p. 15*
Yes ..... 2 *CONTINUE WITH Q. 53*

53. What is the exact name and location of the school you were attending in the first week of October 1976? (Please print and do not abbreviate.)

School Name: TQ53NAME

City: TQ53B State: TQ53C

FICE CODE: TQ53FICE

TQ54 **54. What kind of school is this?**

(Circle one.)

Vocational, trade, business, or other career training school 1
Junior or community college (two-year) 2
College or university (four years or more) 3
Independent graduate or professional school (medical, dental, law, theology, etc.) 4
Other (describe: _____) 5

55. When did you first attend this school? TQ55A (month) TQ55B (year)

56. Are you currently attending this school?

TQ56A
Yes 1
No ..... 2 Date left: TQ56B (month) TQ56C (year)

TQ57 57. During the first week of October 1976, were you classified by this school as a full-time student?

Yes 1
Don't know ..... 2 } GO TO Q. 59
No ..... 3 CONTINUE WITH Q. 58

58. What were your reasons for attending school part-time instead of full-time?

(Circle as many as apply.)

TQ58A a. Could not afford to go full-time 1
TQ58B b. Working full-time 2
TQ58C c. Working part-time 3
TQ58D d. Family responsibilities 4
TQ58E e. Taking job-related courses 5
TQ58F f. Taking courses for personal enrichment 6
TQ58G g. Undecided about career plans 7
TQ58H h. Too much pressure or strain with full-time load 8
TQ58I i. Health problems or physical handicap 9
TQ58J j. Other (specify: _____) 10

TQ59 59. During October 1976, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.

_____ hours per week

TQ60 60. At that time how were you classified by your school?

(Circle one.)

Freshman (first-year undergraduate student) 1
Sophomore (second-year undergraduate student) 2
Junior (third-year undergraduate student) 3
Senior (fourth-year undergraduate student) 4
Graduate or professional student 5
Special student 6
Other classification (specify: _____) 7
My school doesn't classify students 8

TQ61 61. As of the first week of October 1976, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)?

Please name the specific field or area:

(Write in): _____

TQ62 62. Please select below the category which best describes this field or area.

(Circle one.)

- Agriculture or Home Economics 1
- Business (accounting, marketing, personnel management, etc.) 2
- Office and Clerical (bookkeeping, stenography, general office, etc.) 3
- Computer Technology (keypunch operator, programming, computer operations, etc.) 4
- Education (elementary, special, physical, etc.) 5
- Engineering (civil, electrical, mechanical, etc.) 6
- Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 7
- Humanities and Fine Arts (music, religion, English, etc.) 8
- Health Services (nursing, lab technician, occupational therapy, etc.) 9
- Public Services (law enforcement, food service, recreation, beautician, etc.) 10
- Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 11
- Social Sciences (psychology, history, economics, sociology, etc.) 12
- Biological Sciences (zoology, physiology, anatomy, etc.) 13
- Professional Program (medicine, dentistry, law, theology, etc.) 14
- OTHER field or area (specify: TQ62FS) 15
- UNDECIDED 16

TQ63 63. This (above) is:

(Circle one.)

- A vocational program 1
- An academic program 2
- A professional program 3
- Other (specify: _____) 4

64. As of the first week of October 1976, what kind of certificate, license, diploma, or degree were you studying for?

(Circle as many as apply.)

- TQ64A None 1
- TQ64BA A certificate (specify in what: TQ64BB) 2
- TQ64CA A license (specify in what: TQ64CB) 3
- TQ64D A 2-year or 3-year vocational degree or diploma 4
- TQ64E A 2-year academic degree 5
- TQ64F A 4-year or 5-year college Bachelor's degree 6
- TQ64G A Master's degree or equivalent 7
- TQ64H A Ph.D. or equivalent 8
- TQ64IA An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: TQ64IB) 9
- TQ64JA Other (specify: TQ64JB) 10

TQ65 65. **During October 1976, did you work for the school you were attending?**

(Circle one.)

Yes, working for pay 1
Yes, working off cost of tuition, housing, or meals 2
Yes, both of the above 3
No 4

SCHOOL ATTENDANCE IN OCTOBER 1975

TQ66 66. **Now please think back to Fall 1975. Were you taking classes or courses at any school during the month of October 1975?**

No ..... 1 *GO TO Q. 79, p. 17*
Yes, at the same school I attended in October 1976 and reported above in Q. 53 ..... 2 *GO TO Q. 70*
Yes, at a school I have not yet reported ..... 3 *CONTINUE WITH Q. 67*

67. **What is the exact name and location of the school you were attending in October 1975? (Please print and do not abbreviate.)**

School Name: TQ67NAME

City: TQ67B State: TQ67C

FICE CODE: TQ67FICE

TQ68 68. **What kind of school is this?**

(Circle one.)

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
College or university (four years or more) 3
Independent graduate or professional school (medical, dental, law, theology, etc.) 4
Other (describe: _____) 5

69. **When did you first attend this school?** TQ69A (month) TQ69B (year)

TQ70 70. **During October 1975, were you classified by this school as a full-time student?**

Yes 1
No 2
Don't know 3

TQ71 71. **During October 1975, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

_____ hours per week

TQ72 72. **At that time how were you classified by your school?**

(Circle one.)

Freshman (first-year undergraduate student) 1
Sophomore (second-year undergraduate student) 2
Junior (third-year undergraduate student) 3
Senior (fourth-year undergraduate student) 4
Graduate or professional student 5
Special student 6
Other classification (specify: _____) 7
My school doesn't classify students 8

TQ73 73. **Was your field of study or training area in October 1975 the same as it was in October 1976?**

(Circle one.)

Yes ..... 1 *GO TO Q. 77, next page*
No, was not in school in October 1976 ..... 2 } *CONTINUE WITH Q. 74*
No, different from October 1976 ..... 3 }

TQ74 74. **As of October 1975, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): _____

TQ75 75. **Please select below the category which best describes this field or area.**

(Circle one.)

Agriculture and Home Economics 1
Business (accounting, marketing, personnel management, etc.) 2
Office and Clerical (bookkeeping, stenography, general office, etc.) 3
Computer Technology (keypunch operator, programming, computer operations, etc.) 4
Education (elementary, special, physical, etc.) 5
Engineering (civil, electrical, mechanical, etc.) 6
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 7
Humanities and Fine Arts (music, religion, English, etc.) 8
Health Services (nursing, lab technician, occupational therapy, etc.) 9
Public Services (law enforcement, food service, recreation, beautician, etc.) 10
Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 11
Social Sciences (psychology, history, economics, sociology, etc.) 12
Biological Sciences (zoology, physiology, anatomy, etc.) 13
Professional Program (medicine, dentistry, law, theology, etc.) 14
OTHER field or area (specify: TQ75FS) 15
UNDECIDED 16

TQ76 76. **This (above) is:**

(Circle one.)

A vocational program 1
An academic program 2
A professional program 3
Other (specify: _____) 4

77. As of October 1975, what kind of certificate, license, diploma, or degree were you studying for?

(Circle as many as apply.)

TQ77A	None	1
TQ77BA	A certificate (specify in what: TQ77BB)	2
TQ77CA	A license (specify in what: TQ77CB)	3
TQ77D	A 2-year or 3-year vocational degree or diploma	4
TQ77E	A 2-year academic degree	5
TQ77F	A 4-year or 5-year college Bachelor's degree	6
TQ77G	A Master's degree or equivalent	7
TQ77H	A Ph.D. or equivalent	8
TQ77IA	An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: TQ77IB)	9
TQ77JA	Other (specify: TQ77JB)	10

TQ78 78. During October 1975, did you work for the school you were attending?

(Circle one.)

Yes, working for pay 1
Yes, working off cost of tuition, housing, or meals 2
Yes, both of the above 3
No 4

SINCE OCTOBER 1974

TQ79 79. Has your field of study or training area changed at any time since October 1974, two years ago?

No ..... 1 *GO TO Q. 81*
Yes ..... 2 *CONTINUE WITH Q. 80*

80. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?

(Circle one number on each line.)

		My Reasons	NOT My Reasons
TQ80A	a. Courses more difficult than I expected	1	2
TQ80B	b. Met people with new ideas	1	2
TQ80C	c. Poor advice on original choice	1	2
TQ80D	d. Lack of information on jobs related to original choice	1	2
TQ80E	e. Content of courses different from what I expected	1	2
TQ80F	f. New information about other fields of study or training areas	1	2
TQ80G	g. Interest aroused by courses	1	2
TQ80H	h. More jobs available for graduates in the field I changed to	1	2
TQ80I	i. Better jobs available for graduates in the field I changed to	1	2
TQ80J	j. Interest aroused by job I have held	1	2
TQ80K	k. Other (specify: _____)	1	2

TQ81 81. Have you changed schools at any time since October 1974, two years ago?

No ..... 1 *GO TO Q. 83, next page*
Yes ..... 2 *CONTINUE WITH Q. 82*

82. What were your reasons for changing schools?

(Circle one number on each line.)

			My Reasons	NOT My Reasons
TQ82A	a.	Enrolled in graduate or professional study at another school	1	2
TQ82B	b.	My interest changed, and my former school did not offer the course of study I wanted	1	2
TQ82C	c.	Wanted to attend a less expensive school	1	2
TQ82D	d.	Wanted to be at a smaller school	1	2
TQ82E	e.	Wanted to be at a larger school	1	2
TQ82F	f.	Wanted to attend school closer to home	1	2
TQ82G	g.	Wanted to attend a school farther away from home	1	2
TQ82H	h.	Wanted to attend a school that would give me better career opportunities	1	2
TQ82I	i.	Wanted to attend a more prestigious school	1	2
TQ82J	j.	Wanted to attend a school where I could maximize my intellectual and personal development	1	2
TQ82K	k.	More group or social activities of interest	1	2
TQ82L	l.	Transferred from a two-year to a four-year school to continue my education	1	2
TQ82M	m.	Family responsibilities	1	2
TQ82N	n.	Health problems or physical handicap	1	2
TQ82Ø	o.	Other (specify) _____	1	2

TQ83 **83. Since October 1974, have you withdrawn from any school before you completed your studies at that school?**

(Circle one.)

No	1	*GO TO Q. 85, next page*
Yes, but I have since returned to school	2	*CONTINUE WITH Q. 84*
Yes, but I plan to return before October 1977	3	
Yes, and I do not plan to return before October 1977	4	

84. What were your reasons for withdrawing?

(Circle one number on each line.)

			My Reasons	NOT My Reasons
TQ84A	a.	Health problems or physical handicap	1	2
TQ84B	b.	Had financial difficulties	1	2
TQ84C	c.	Was offered a good job	1	2
TQ84D	d.	Got married or planned to get married	1	2
TQ84E	e.	School work was not relevant to the real world	1	2
TQ84F	f.	Wanted to get practical experience	1	2
TQ84G	g.	Failing or not doing as well as I wanted	1	2
TQ84H	h.	Wasn't really sure what I wanted to do	1	2
TQ84I	i.	Transferred to another school	1	2
TQ84J	j.	Family responsibilities	1	2
TQ84K	k.	Other (describe: _____)	1	2

85. a. Estimate how well you have done in all of your coursework or programs since high school and until October 1976. Do not include grades from graduate or professional school. (Circle one number in Column A.)

b. Estimate how well you have done in your coursework or programs only in the 2-year period from October 1974 through October 1976. Do not include grades from graduate or professional school. (Circle one number in Column B.)

	TQ85A A. From High School to October 1976	TQ85B B. October 1974-October 1976
Mostly A (3.75-4.00 grade point average)	1	1
About half A and half B (3.25-3.74 grade point average)	2	2
Mostly B (2.75-3.24 grade point average)	3	3
About half B and half C (2.25-2.74 grade point average)	4	4
Mostly C (1.75-2.24 grade point average)	5	5
About half C and half D (1.25-1.74 grade point average)	6	6
Mostly D or below (less than 1.25)	7	7
Have not taken any courses for which grades were given	8	8

TQ86 86. Considering all of the schools you have attended since high school, do ANY of these schools or programs give credits which can be used for a 4-year college Bachelor's degree?

I don't know 1
No 2
} *GO TO Q. 88*

Yes ....3 *CONTINUE WITH Q. 87* ⟶

87. Since leaving high school, about how many credits had you earned by October 1976? (Write in.)

TQ87A _____ Number of quarter hours
TQ87B _____ Number of semester hours
TQ87C _____ Number of other type of credits (specify type: _____)

SCHOOL FINANCES FROM FALL 1974 THROUGH SUMMER 1976

The following questions ask about your school finances for the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976. Please make sure you answer each question for both time periods. If you are unsure about the actual dollar amount for a particular item, give your best estimate.

88. Were you in school at any time during either of the twelve-month periods from (a) Fall 1974 through Summer 1975 or (b) Fall 1975 through Summer 1976?

	(a) Fall 1974 - Summer 1975		(b) Fall 1975 - Summer 1976	
TQ88AA	Yes 1	How many months? TQ88AB	Yes 1	How many months? TQ88BB
	No 2	TQ88BA	No 2	

89. **Considering the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, what is your estimate of how much it cost for you to live and go to school, regardless of who paid? Estimate the amounts and record them below. Enter a zero, "0," where you had no expenses. Do not include costs after Summer 1976. Record your expenses for the time you were in school only.**

	(a) Fall 1974 - Summer 1975	(b) Fall 1975 - Summer 1976
Tuition and fees	$ TQ89AA	$ TQ89AB
Books and supplies	$ TQ89BA	$ TQ89BB
Transportation to and from class from where I lived while attending school	$ TQ89CA	$ TQ89CB
Other school-related expenses	$ TQ89DA	$ TQ89DB
Housing and meals while enrolled in school	$ TQ89EA	$ TQ89EB
All other expenses while enrolled in school: medical, dental expenses, debt payments, insurance, taxes, child care, etc.	$ TQ89FA * TQ89GAA,GAB	$ TQ89FB * TQ89GBA,GBB
HOW MUCH MONEY IS THIS IN TOTAL?	$ TQ89HA	$ TQ89HB

SCHOLARSHIPS, FELLOWSHIPS, GRANTS, AND BENEFITS

TQ90 90. **Considering the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you receive any kind of scholarship, fellowship, grant, or benefits to go to school?**

- No ..... 1 — *GO TO Q. 92*
- Yes, Fall 1974 - Summer 1975 2
- Yes, Fall 1975 - Summer 1976 3
- Yes, both of these periods 4

CONTINUE WITH Q. 91

91. **Estimate the amounts for each scholarship, fellowship, grant, or benefit you received, and record them below. Enter a zero, "0," where you received no financial assistance. Do not include loans.**

		(a) Fall 1974 - Summer 1975	(b) Fall 1975 - Summer 1976
a.	Basic Educational Opportunity Grant	$ TQ91AA	$ TQ91AB
b.	Supplemental Educational Opportunity Grant	$ TQ91BA	$ TQ91BB
c.	College scholarship or grant from college funds	$ TQ91CA	$ TQ91CB
d.	ROTC scholarship or stipend	$ TQ91DA	$ TQ91DB
e.	Nursing Scholarship Program	$ TQ91EA	$ TQ91EB
f.	Social Security Benefits (for students 18-22 who are children of disabled or deceased parents)	$ TQ91FA	$ TQ91FB
g.	Veterans Administration War Orphans or Survivors Benefits Program	$ TQ91GA	$ TQ91GB
h.	Veterans Administration Direct Benefits (GI Bill)	$ TQ91HA	$ TQ91HB
i.	State scholarship	$ TQ91IA	$ TQ91IB
j.	Other scholarship or grant (write in: _____)	$ TQ91JA	$ TQ91JB
	TOTAL DOLLAR VALUE	$ TQ91KA	$ TQ91KB

LOANS

TQ92 92. **Considering the same two periods from (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you receive a loan to go to school?**

- No ..... 1 — *GO TO Q. 94, next page*
- Yes, Fall 1974 - Summer 1975 2
- Yes, Fall 1975 - Summer 1976 3
- Yes, both of these periods 4

CONTINUE WITH Q. 93

*See manual for coding instructions.

93. Estimate the amounts for each loan you received and record them below. Enter a zero, "0," where you received no loan.

	(a) Fall 1974-Summer 1975	(b) Fall 1975-Summer 1976
Federal Guaranteed Student Loan	$ TQ93AA	$ TQ93AB
State loan	$ TQ93BA	$ TQ93BB
Regular bank loan	$ TQ93CA	$ TQ93CB
National Defense (Direct) Student Loan	$ TQ93DA	$ TQ93DB
Nursing Student Loan	$ TQ93EA	$ TQ93EB
School or college loan	$ TQ93FA	$ TQ93FB
Relatives or friends	$ TQ93GA	$ TQ93GB
Other loan (write in: _____)	$ TQ93HA	$ TQ93HB
TOTAL DOLLAR VALUE	$ TQ93IA	$ TQ93IB

FINANCIAL ASSISTANCE FROM RELATIVES OR FRIENDS

TQ94 94. Considering the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you receive financial assistance (not a loan) from any relatives or friends to go to school?

- No ..... 1 — *GO TO Q. 96*
- Yes, Fall 1974 - Summer 1975 2
- Yes, Fall 1975 - Summer 1976 3
- Yes, both of these periods 4

} *CONTINUE WITH Q. 95*

95. Estimate the amounts you received and record them below. Enter a zero, "0," where you received no financial assistance.

	(a) Fall 1974-Summer 1975	(b) Fall 1975-Summer 1976
Parents	$ TQ95AA	$ TQ95AB
Husband or wife	$ TQ95BA	$ TQ95BB
Other family or friends	$ TQ95CA	$ TQ95CB
TOTAL DOLLAR VALUE	$ TQ95DA	$ TQ95DB

MONEY YOU HAD SAVED OR EARNED

TQ96 96. Considering the same two periods from (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you pay any of the costs to go to school from money you had saved or earned?

- No ..... 1 — *GO TO Q. 98, next page*
- Yes, Fall 1974 - Summer 1975 2
- Yes, Fall 1975 - Summer 1976 3
- Yes, both of these periods 4

} *CONTINUE WITH Q. 97*

97. Estimate the amounts and record below. Enter a zero "0," where you received no money.

	(a) Fall 1974-Summer 1975	(b) Fall 1975-Summer 1976
Own savings or summer earnings	$ TQ97AA	$ TQ97AB
College work-study or cooperative education program	$ TQ97BA	$ TQ97BB
Teaching or research assistantship	$ TQ97CA	$ TQ97CB
Other earnings while taking courses	$ TQ97DA	$ TQ97DB
TOTAL DOLLAR VALUE	$ TQ97EA	$ TQ97EB

SCHOOL FINANCES FROM FALL 1976 THROUGH SUMMER 1977

TQ98 **98. Are you or will you be in school at any time from Fall 1976 through Summer 1977?**

No.....1 } *GO TO Q. 101*
Don't know .....2 }
Yes .....3 *CONTINUE WITH Q. 99*

99. What is your estimate of how much it will cost for you to live and go to school this year, regardless of who pays? Estimate your expenses and record them below. Enter a zero, "0," where you expect no expenses.

TQ99A	Tuition and fees	$ _____
TQ99B	Books and supplies	$ _____
TQ99C	Transportation to and from class from where I live while attending school.....	$ _____
TQ99D	Other school-related expenses.....	$ _____
TQ99E	Housing and meals while enrolled in school	$ _____
TQ99F	All other expenses while enrolled in school: medical, dental expenses, debt payments, insurance, taxes, child care, etc.	$ _____
TQ99GA,GB*		
TQ99H	HOW MUCH MONEY IS THIS IN TOTAL?	$ _____

100. How are you meeting (or planning to meet) these expenses? Estimate the amounts you expect to receive from each source and record them below. Enter a zero, "0," where you expect no money.

		Amount will receive from each source
TQ100A	Grant.....	$ _____
TQ100B	Fellowship	$ _____
TQ100C	Scholarship.....	$ _____
TQ100D	Loan	$ _____
TQ100E	Teaching or research assistantship	$ _____
TQ100F	Job other than assistantship	$ _____
TQ100G	Spouse's income	$ _____
TQ100H	Savings.....	$ _____
TQ100I	Parents.....	$ _____
TQ100J	Other relatives or friends	$ _____
TQ100K	Other (specify: _____).....	$ _____

GRADUATE OR PROFESSIONAL SCHOOL

TQ101 **101. Have you received a Bachelor's degree from a four-year college or university?**

No.....1 *GO TO Q. 108, p. 24*
Yes .....2 *CONTINUE WITH Q. 102*

TQ102 **102. Did you formally apply for admission (fill out a form and send it in) to any graduate or professional school at any time before October 1976?**

No.....1 *GO TO Q. 104, next page*
Yes .....2 *CONTINUE WITH Q. 103*

*See manual for coding instructions.

103. **Please list below the graduate institutions to which you applied, the city and state in which the institutions are located, and the department or program (e.g., law school, public health, journalism, psychology).**

At the right circle the number for yes or no if you (a) were accepted; (b) applied for financial assistance such as a grant, fellowship, loan, teaching or research assistantship, etc.; (c) were offered financial assistance, and (d) enrolled.

	(a) Was Accepted	(b) Applied for Financial Assistance	(c) Was Offered Financial Assistance	(d) Enrolled
First Choice				
School: TQ103ASC FICE CODE: TQ103AFC	TQ103AA	TQ103AB	TQ103AC	TQ103AD
City: TQ103ACT State: TQ103AST	Yes....1	Yes....1	Yes....1	Yes....1
Department or program: TQ103AFS	No.....2	No.....2	No.....2	No.....2
FICE CODE INDICATOR: TQ103AIN*				
Second Choice				
School: TQ103BSC FICE CODE: TQ103BFC	TQ103BA	TQ103BB	TQ103BC	TQ103BD
City: TQ103BCT State: TQ103BST	Yes....1	Yes....1	Yes....1	Yes....1
Department or program: TQ103BFS	No.....2	No.....2	No.....2	No.....2
FICE CODE INDICATOR: TQ103BIN*				
Third Choice				
School: TQ103CSC FICE CODE: TQ103CFC	TQ103CA	TQ103CB	TQ103CC	TQ103CD
City: TQ103CCT State: TQ103CST	Yes....1	Yes....1	Yes....1	Yes....1
Department or program: TQ103CFS	No.....2	No.....2	No.....2	No.....2
FICE CODE INDICATOR: TQ103CIN*				

TQ104 104. **Circle the category that describes your present status with respect to graduate or professional school.**

(Circle one.)

I **have attended** graduate or professional school but **am not presently attending** 1
I **am presently attending** graduate or professional school 2
} *GO TO Q. 106, next page*

I **have never attended** graduate or professional school ....3 *CONTINUE WITH Q. 105*

105. **Which of the following factors are important reasons for your not attending graduate or professional school?** *(After you have answered this question, go to Q. 108, next page.)*

(Circle as many as apply.)

TQ105A	a. I have no interest in graduate or professional education 1	
TQ105B	b. I have family responsibilities that require my presence at home 2	
TQ105C	c. I was refused a loan 3	
TQ105D	d. I cannot financially afford to attend graduate school at the present time 4	
TQ105E	e. I can earn a satisfactory income without attending graduate school 5	
TQ105F	f. I want additional work experience before applying to graduate school 6	*GO TO Q. 108, next page*
TQ105G	g. My career goals are very uncertain 7	
TQ105H	h. I do not need an advanced degree to succeed in the field I am now in (or want to enter) 8	
TQ105I	i. I'm tired of school 9	
TQ105J	j. I was not accepted at the institution of my choice 10	
TQ105K	k. Health problems or physical handicap 11	
TQ105L	l. Other (specify: _____ _____) 12	

*See manual for coding instructions.

106. **How important was each of the following reasons in your deciding to attend graduate or professional school?**

(Circle one number on each line.)

		Determining Factor	Important	Not Important	Did NOT Consider
TQ106A	Obtaining credentials for a specific career	1	2	3	4
TQ106B	No satisfactory jobs available	1	2	3	4
TQ106C	Better salary	1	2	3	4
TQ106D	Enjoy school	1	2	3	4
TQ106E	Interest in subject matter	1	2	3	4
TQ106F	Better job opportunities	1	2	3	4
TQ106G	Other (specify: _____)	1	2	3	4

107. **How important was each of the following reasons in your choosing the institution in which you are (were) enrolled for your graduate or professional study?**

(Circle one number on each line.)

		Determining Factor	Important	Not Important	Did NOT Consider
TQ107A	a. Cost of attending	1	2	3	4
TQ107B	b. Availability of financial aid	1	2	3	4
TQ107C	c. Recommendation of undergraduate professor	1	2	3	4
TQ107D	d. Presence of a particular professor at the institution	1	2	3	4
TQ107E	e. Quality of a particular department	1	2	3	4
TQ107F	f. Reputation of the institution	1	2	3	4
TQ107G	g. Location	1	2	3	4
TQ107H	h. Library facilities	1	2	3	4
TQ107I	i. Proximity to spouse's school/work	1	2	3	4
TQ107J	j. Other (specify: _____)	1	2	3	4

OTHER TRAINING

TQ108 108. **Since October 1974, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.**

No .....1 *GO TO Q. 116, next page*
Yes .....2 *CONTINUE WITH Q. 109*

109. **What type of training program(s) or course(s) have you participated in?**

(Circle as many as apply.)

TQ109A	a.	An Armed Forces training program 1
TQ109B	b.	On-the-job training (a program of instruction during normal working hours) 2
TQ109C	c.	Employer-provided program of instruction other than on-the-job training 3
TQ109D	d.	Formal Registered Apprenticeship (your state or labor union) 4
TQ109E	e.	Manpower Development and Training (MDTA) 5
TQ109F	f.	Work Incentive (WIN) 6
TQ109G	g.	Neighborhood Youth Corps (NYC) 7
TQ109H	h.	Comprehensive Employment and Training Act (CETA) 8
TQ109I	i.	Other manpower program (specify _____) 9
TQ109J	j.	Correspondence course(s) 10
TQ109K	k.	Non-credit courses for personal enrichment 11
TQ109L	l.	Other (specify: _____) 12

TQ110 110. **Were you being trained for some type of work?**

No .....1 *GO TO Q. 112*
Yes.....2 *CONTINUE WITH Q. 111*

TQ111 111. **What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(Write in): _____

TQ112 112. **How long is (or was) this program scheduled to last?**

(Circle one.)

Less than one month 1
One to five months 2
Six to eleven months 3
One year or more.....4

TQ113 113. **Have you completed this program?**

(Circle one.)

Yes.....1
No, left without completing 2
No, still enrolled 3

TQ114 114. **Have you used this training on any job?**

Yes 1
No.....2

TQ115 115. **Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?**

(Circle one.)

DOES NOT APPLY TO ME since my training was in the military, on-the-job, or for personal enrichment 1
I did not want or did not need help from the center in finding a job 2
I wanted and needed help but did not receive any from the center 3
The center provided information on job openings in my field 4
The center put me directly in touch with possible employers or arranged a job for me 5

TQ116 116. **Have you ever tried to find work on a job where you might use what you learned from any school, college, or training program you attended since October 1974?**

No, because I have NOT attended any school or college since October 1974 ....1 *SKIP TO SECTION C*
No, although I HAVE attended a school or college since October 1974 2
Yes.....3 *CONTINUE WITH Q. 117*

TQ117 117. **Did you find work for which you could use what you learned?**

(Circle one.)

Yes, in the locality where I received my training 1
Yes, somewhere else 2
Yes, both of the above.....3
No 4

SECTION D: MILITARY SERVICE

TQ118 118. **Since October 1974, have you served in the Armed Forces, or a Reserve or National Guard Unit?**

(Circle one.)

No ..... 1 } *SKIP TO SECTION E, next page*
Yes, National Guard or Reserves but not active duty ..... 2 }
Yes, active duty ..... 3 *CONTINUE WITH Q. 119*

TQ119 119. **In which branch of the Armed Forces did you serve?** (Write in): _____

120. **When did you begin active duty?** TQ120A (month) TQ120B (year)

TQ121 121. **Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?**

No ..... 1 *GO TO Q. 123*
Yes ..... 2 *CONTINUE WITH Q. 122*

TQ122 122. **What is the name of the specialized schooling program in which you spent the longest period of time? (Please print and do not abbreviate.)**

Name of program: _____

TQ123 123. **Specify your current primary military specialty code (Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC). (Please print and use standard abbreviations.)**

Specialty Code: _____

TQ124 124. **What is the highest pay grade you have held?**

Pay grade: _____

125. **Have you taken any courses while in the Armed Forces that:**

(Circle one number on each line.)

		Yes	No
TQ125A	Prepared you for the high school equivalency test?	1	2
TQ125B	Prepared you for equivalency tests that can be taken for college credit?	1	2
TQ125C	Were college-sponsored courses which gave college credits?	1	2

126. **Are your currently on active duty?**

TQ126A No (Date left: TQ126B month TQ126C year) ..... 1 *SKIP TO SECTION E, next page*
Yes ..... 2 *CONTINUE WITH Q. 127*

TQ127 127. **How long do you expect to be on active duty in the Armed Forces?**

(Circle one.)

For a two-year tour of duty only 1
For a three- or four-year tour of duty 2
For more than one enlistment, but less than a full career 3
For a full career (20 years minimum) 4
Have not decided 5

128. **What do you plan to do when you get out of the Armed Forces?**

(Circle one number on each line.)

		My Plans	NOT My Plans
TQ128A	Full-time or part-time work	1	2
TQ128B	Graduate or professional school, either full-time or part-time	1	2
TQ128C	College, either full-time or part-time	1	2
TQ128D	Technical, vocational, or business or career training school, either full-time or part-time	1	2
TQ128E	Registered apprenticeship or on-the-job training program	1	2
TQ128F	Retire	1	2
TQ128G	Undecided	1	2
TQ128H	Other (specify: _____)	1	2

E
START

SECTION E: FAMILY STATUS

TQ129 **129. What was your marital status, as of the first week of October 1976?**

(Circle one.)

Never married, but plan to be married within the next 12 months 1	GO TO Q. 137, next page
Never married, and don't plan to be married within the next 12 months 2	
Divorced, widowed, separated 3	CONTINUE WITH Q. 130
Married 4	

130. What was the date of your marriage?

TQ130A (month) TQ130B (year)

131. As of the first week of October 1976, what was your husband or wife doing?

TQ131BOX *(If you were not married in the first week of October 1976, check here ☐ and go to Q. 136, next page.)*

(Circle as many as apply.)

TQ131A	Working for pay at a full-time or part-time job 1
TQ131B	Enrolled in graduate or professional school 2
TQ131C	Taking academic courses at a two- or four-year college 3
TQ131D	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 4
TQ131E	On active duty in the Armed Forces (or service academy) 5
TQ131F	Homemaker 6
TQ131G	Temporary layoff from work, looking for work, or waiting to report to work 7
TQ131H	Other (describe: _____) 8

132. Please describe below the job your husband or wife held during the first week of October 1976.

TQ132BOX *(If your spouse was not working, check here ☐ and go to Q. 135, next page.)*

TQ132A–D

a. For whom did he/she work? (Name of company, business organization, or other employer)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in) _____

c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were his/her most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

TQ132E e. Was he/she:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?	1
A GOVERNMENT employee (Federal, State, county, or local institution or school)?	2
Self-employed in his/her OWN business, professional practice, or farm?	3
Working WITHOUT PAY in family business or farm?	4

E

CONTINUE

TQ133 133. **How many hours did he/she usually work at this job in an average week?**

_____ Hours per week

TQ134 134. **In an average week, approximately how much did he/she earn at this job? (Report his/her gross earnings before deductions. If not paid by the week, please estimate.)**

$_____ per week
(Earnings before deductions)

TQ135 135. **As of October 1976, what was the highest level of education that your husband or wife had attained?**

(Circle one.)

- Some high school, or less 1
- Finished high school 2
- Vocational trade or business school .....
  - Less than two years 3
  - Two years or more 4
- College program .....
  - Less than two years of college 5
  - Two or more years of college (including two-year degree) 6
  - Finished college (four- or five-year degree) 7
  - Master's degree or equivalent 8
  - Ph.D., or advanced professional degree 9

136. **Now please think back a year to Fall 1975. What was your husband or wife doing in October 1975?**

TQ136BOX *(If you were not married in October 1975, check here ☐ and continue with Q. 137.)*

(Circle as many as apply.)

TQ136A	Working for pay at a full-time or part-time job 1
TQ136B	Enrolled in graduate or professional school 2
TQ136C	Taking academic courses at a two- or four-year college 3
TQ136D	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 4
TQ136E	On active duty in the Armed Forces (or service academy) 5
TQ136F	Homemaker 6
TQ136G	Temporary layoff from work, looking for work, or waiting to report to work 7
TQ136H	Other (describe: _____) 8

TQ137 137. **Are you a twin?**

- Yes 1
- No 2

TQ138A 138. a. How many children altogether do you eventually expect to have?

(Circle one.)

0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 or more

TQ138B b. As of the first week of October 1976, how many children did you have?

(Circle one.)

0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 or more

TQ138C c. When do you expect to have your first (next) child?

(Circle one.)

Don't expect to have a (another) child	1
Within the next year	2
Between one and two years from now	3
Between two and three years from now	4
Between three and five years from now	5
More than five years from now	6
Don't know	7

TQ139 139. Not including yourself, how many persons were dependent upon you for more than one-half of their financial support as of the first week of October 1976?

(Circle one.)

0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 or more

140. As of the first week of October 1976, were you dependent upon your parents, spouse, or any other relatives or friends for more than one-half of your financial support?

(Circle one number on each line.)

		Yes	No
TQ140A	Parents	1	2
TQ140B	Spouse	1	2
TQ140C	Other relatives or friends	1	2

141. What is the best estimate of your income before taxes for (a) ALL OF 1975 and for (b) ALL OF 1976? If married, include your spouse's income in the total. Do not include loans. Please make a dollar amount entry on each line. If you did not receive any income from a source, enter a zero, "0."

	(a) Amount Received 1975	(b) Amount Will Receive 1976
Your own wages, salaries, commissions, or net income from a business or farm	$ TQ141AA	$ TQ141AB
Your spouse's (husband or wife) wages, salaries, commissions, or net income from a business or farm	$ TQ141BA	$ TQ141BB
Public assistance or welfare (include spouse's)	$ TQ141CA	$ TQ141CB
Unemployment compensation (include spouse's)	$ TQ141DA	$ TQ141DB
All other income you and your spouse received (include interest, dividends, rental property income, gifts, scholarships, fellowships, etc.)	$ TQ141EA	$ TQ141EB
TOTAL INCOME FOR YOU AND YOUR SPOUSE	$ TQ141FA	$ TQ141FB

142. As of the first week of October 1976, how much money did you owe for:

(Circle one number on each line.)

		None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	$2000 to $4999	$5000 to $9999	$10,000 or More
TQ142A	Education or training	0	1	2	3	4	5	6	7
TQ142B	Mortgage on house or mobile home	0	1	2	3	4	5	6	7
TQ142C	Other debts (car, rent, appliances, medical bills, and so on)	0	1	2	3	4	5	6	7

143. As of the first week of October 1976, how much money had you saved and planned to use for:

(Circle one number on each line.)

		None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	$2000 or More
TQ143A	Education or training	0	1	2	3	4	5
TQ143B	Other plans (or general savings)	0	1	2	3	4	5

TQ144 144. Do you owe any money for an education or training loan for which your repayment schedule has begun?

No ..... 1 *SKIP TO SECTION F, next page*
Yes ..... 2 *CONTINUE WITH Q. 145*

145. When was your first payment due?

TQ145A (month) TQ145B (year)

TQ146 146. Are you having or have you had any difficulty in meeting payments?

No 1
Yes ..... 2 (explain why: _____)

F

START

SECTION F: EXPERIENCES AND OPINIONS

147. To what extent have you voluntarily participated in the following groups during the two-year period from October 1974 through October 1976? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)

(Circle one number on each line.)

		Active Participant	Member Only	Not At All
TQ147A	a. Youth organizations—such as Little League coach, scouting etc.	1	2	3
TQ147B	b. Union, farm, trade or professional association	1	2	3
TQ147C	c. Political clubs or organizations	1	2	3
TQ147D	d. Church or church-related activities (not counting worship services)	1	2	3
TQ147E	e. Community centers, neighborhood improvement, or social-action associations or groups	1	2	3
TQ147F	f. Organized volunteer work—such as in a hospital	1	2	3
TQ147G	g. A social, hobby, garden, or card playing group	1	2	3
TQ147H	h. Sport teams or sport clubs	1	2	3
TQ147I	i. A literary, art, discussion, music, or study group	1	2	3
TQ147J	j. Educational organizations—such as PTA or an academic group	1	2	3
TQ147K	k. Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc	1	2	3
TQ147L	l. A student government, newspaper, journal, or annual staff	1	2	3
TQ147M	m. Another voluntary group in which I participate	1	2	3

148. How do you feel about each of the following statements?

(Circle one number on each line.)

		Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
TQ148A	I take a positive attitude toward myself	1	2	3	4	5
TQ148B	Good luck is more important than hard work for success	1	2	3	4	5
TQ148C	I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
TQ148D	I am able to do things as well as most other people	1	2	3	4	5
TQ148E	Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
TQ148F	Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
TQ148G	People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
TQ148H	On the whole, I'm satisfied with myself	1	2	3	4	5

149. Have you ever been given a special advantage or treated unfairly because of your sex (male or female) in any of the following situations?

	Given Special Advantage (Circle as many as apply.)		Treated Unfairly (Circle as many as apply.)	
Getting a good education	1	TQ149AA	1	TQ149AB
Getting a job, promotion, or other work benefits	2	TQ149BA	2	TQ149BB
Getting a house or apartment	3	TQ149CA	3	TQ149CB
None of these	4	TQ149DA	4	TQ149DB

If so, please describe: TQ149E _____

150. How do you feel about each of the following statements?

(Circle one number on each line.)

			Agree Strongly	Agree	Disagree	Disagree Strongly
TQ150A	a.	A working mother of pre-school children can be just as good a mother as the woman who doesn't work	1	2	3	4
TQ150B	b.	It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family	1	2	3	4
TQ150C	c.	Young men should be encouraged to take jobs that are usually filled by women (nursing, secretarial work, etc.)	1	2	3	4
TQ150D	d.	Most women are just not interested in having big and important jobs	1	2	3	4
TQ150E	e.	Many qualified women can't get good jobs: men with the same skills have much less trouble	1	2	3	4
TQ150F	f.	Most women are happiest when they are making a home and caring for children	1	2	3	4
TQ150G	g.	High school counselors should urge young women to train for jobs which are now held mainly by men	1	2	3	4
TQ150H	h.	It is more important for a wife to help her husband than to have a career herself	1	2	3	4
TQ150I	i.	Schools teach women to want the less important jobs	1	2	3	4
TQ150J	j.	Men should be given first chance at most jobs because they have the primary responsibility for providing for a family	1	2	3	4

151. How important is each of the following to you in your life?

(Circle one number on each line.)

			Very Important	Somewhat Important	Not Important
TQ151A	a.	Being successful in my line of work	1	2	3
TQ151B	b.	Finding the right person to marry and having a happy family life	1	2	3
TQ151C	c.	Having lots of money	1	2	3
TQ151D	d.	Having strong friendships	1	2	3
TQ151E	e.	Being able to find steady work	1	2	3
TQ151F	f.	Being a leader in the community	1	2	3
TQ151G	g.	Being able to give my children better opportunities than I've had	1	2	3
TQ151H	h.	Living close to parents and relatives	1	2	3
TQ151I	i.	Getting away from this area of the country	1	2	3
TQ151J	j.	Working to correct social and economic inequalities	1	2	3
TQ151K	k.	Having leisure time to enjoy my own interests	1	2	3
TQ151L	l.	Having a good education	1	2	3

F

CONTINUED

152. **How important is each of the following factors in determining the kind of work you plan to be doing for most of your life?**

(Circle one number on each line.)

		Very Important	Somewhat Important	Not Important
TQ152A	a. Previous work experience in the area	1	2	3
TQ152B	b. Relative or friend in the same line of work	1	2	3
TQ152C	c Job openings available in the occupation	1	2	3
TQ152D	d. Work matches a hobby interest of mine	1	2	3
TQ152E	e. Good income to start or within a few years	1	2	3
TQ152F	f. Job security and permanence	1	2	3
TQ152G	g. Work that seems important and interesting to me	1	2	3
TQ152H	h. Freedom to make my own decisions	1	2	3
TQ152I	i. Opportunity for promotion and advancement in the long run	1	2	3
TQ152J	j. Meeting and working with sociable, friendly people	1	2	3

153. **The following questions ask about your political participation. Considering the period from October 1974 to October 1976,**

(Circle one number on each line.)

		Frequently	Sometimes	Never
TQ153A	When you talked with your friends, did you ever talk about public problems—that is, what's happening in the country or in your community?	1	2	3
	Did you ever talk about public problems with any of the following people?			
TQ153B1	Your family	1	2	3
TQ153B2	People where you work	1	2	3
TQ153B3	Community leaders, such as club or church leaders	1	2	3
TQ153C	Did you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders?	1	2	3
TQ153D	Did you ever talk to people to try to get them to vote for or against a candidate?	1	2	3
TQ153E	Did you ever give any money or buy tickets to help someone who was trying to win an election?	1	2	3
TQ153F	Did you ever go to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election?	1	2	3
TQ153G	Did you ever do any work to help a candidate in his campaign?	1	2	3
TQ153H	Did you ever hold an office in a political party or get elected to a government job?	1	2	3

TQ154 154. **Are you registered to vote?**

Yes 1
No 2

TQ155 155. **Before October 1976, did you ever vote in a local, state, or national election?**

Yes 1
No 2

156. **Have you ever been given a special advantage or treated unfairly because of your race in any of the following situations?**

	Given Special Advantage (Circle as many as apply.)		Treated Unfairly (Circle as many as apply.)	
Getting a good education	1	TQ156AA	1	TQ156AB
Getting a job, promotion or other work benefits	2	TQ156BA	2	TQ156BB
Getting a house or apartment	3	TQ156CA	3	TQ156CB
None of these	4	TQ156DA	4	TQ156DB

If so, please describe: _____ TQ156E

157. **What are your feelings about the high school you graduated from?**

(Circle one number on each line.)

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Does not Apply
TQ157A	School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	1	2	3	4	5
TQ157B	School did not offer enough practical work experience	1	2	3	4	5
TQ157C	School should have placed more emphasis on vocational and technical programs	1	2	3	4	5
TQ157D	School provided me with counseling that helped me find employment	1	2	3	4	5
TQ157E	School should have given more attention to my needs as an individual	1	2	3	4	5
TQ157F	School provided me with counseling that helped me continue my education	1	2	3	4	5
TQ157G	Other comments about your high school	_____				

158. **The information you have given us in this questionnaire lets us know what you have been doing during the past two years, particularly in October 1975 and October 1976. This question asks about other time periods, so that we will be sure to have a complete picture of what you've been doing since high school.**

Please read through all nine activities listed below, then for EACH time period circle the number for EACH activity that you were doing at that time.

Circle all that apply for EACH column.

		Oct. 72	Oct. 73	Oct. 74	What are you doing now?	What do you expect to be doing in Oct. 1977?
TQ158AA–AE	Working for pay at a full-time job	1	1	1	1	1
TQ158BA–BE	Working for pay at a part-time job	2	2	2	2	2
TQ158CA–CE	Enrolled in graduate or professional school	3	3	3	3	3
TQ158DA–DE	Taking academic courses at a two-year or four-year college	4	4	4	4	4
TQ158EA–EE	Taking vocational or technical courses	5	5	5	5	5
TQ158FA–FE	On active duty in the Armed Forces (or service academy)	6	6	6	6	6
TQ158GA–GE	Homemaker	7	7	7	7	7
TQ158HA–HE	Temporary layoff from work, looking for work, or waiting to report to work	8	8	8	8	8
TQ158IA–IE	Other	9	9	9	9	9

Make sure you have circled at least one number in each column.

G

SECTION G: BACKGROUND INFORMATION

Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.

OMITTED

YOUR NAME:	TELEPHONE	
ADDRESS:	AREA CODE	NUMBER
CITY: STATE:	ZIP:	

Please PRINT the name, address and telephone number of your parents.

OMITTED

YOUR PARENTS' NAME:	TELEPHONE	
ADDRESS:	AREA CODE	NUMBER
CITY: STATE:	ZIP:	

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

OMITTED

NAME:	TELEPHONE	
ADDRESS:	AREA CODE	NUMBER
CITY: STATE:	ZIP:	

OMITTED

NAME:	TELEPHONE	
ADDRESS:	AREA CODE	NUMBER
CITY: STATE:	ZIP:	

Please PRINT your spouse's full name (if you are married).

OMITTED

SPOUSE'S FULL NAME: _____

Please give the following information about yourself.

(a) Date of birth TFUBMTH (month) TFUBDAY (day) TFUBYR (year)

TFUSEX (b) Sex: (Circle one.) Male.....1
Female.....2

OMITTED (c) Driver's License No. _____ State _____

(d) When did you complete this questionnaire? TQCMPMTH (month) TQCMPDAY (day) TQCMPYR (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972